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ABSTRACT

Utah's Public Education Strategic Plan for 1992-97 is presented in its entirety in this document. It begins with an overview of belief statements, mission, policies, and objectives. Eleven strategies and the action plans to carry them out are described in detail. The strategies include the following: (1) redesign the educational system, its organization, laws and funding formulas; (2) develop a world class curriculum; (3) attract and retain quality educators; (4) empower each school; (5) create conducive school environments and training; (6) use technology to restructure the teaching/learning process; (7) install an assessment information retrieval system; (8) educate all stakeholders about the mission of Utah public education; (9) personalize education; (10) support research and development with emphasis on local initiatives; and (11) expand and strengthen school/business partnerships. (LMI)

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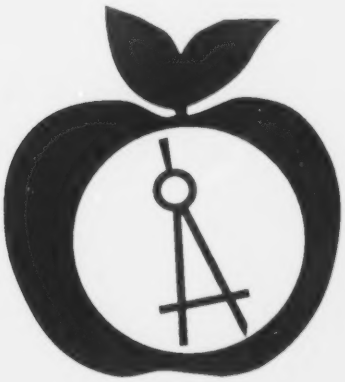
1992 - 1997
UTAH STATE PUBLIC EDUCATION STRATEGIC PLAN

A Strategic Guide for the Future Development of the Public School System



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January 1992

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COMPLETE TEXT OF THE

1992 - 1997
UTAH STATE PUBLIC EDUCATION STRATEGIC PLAN

A Strategic Guide for the Future Development of the Public School System

Commissioned by Concurrent Resolution of the

UTAH STATE LEGISLATURE
Arnold Christensen,
President of the Senate
H. Craig Moody,
Speaker of the House
and the
OFFICE OF THE GOVERNOR
Norman H. Bangerter,
Governor

Developed and Presented by the

EDUCATION STRATEGIC PLANNING COMMITTEE
A Legislative Task Force
Senator Haven J. Barlow,
Co-Chairman
Representative Richard J. Bradford,
Co-Chairman

Office of the Legislative Fiscal Analyst
Salt Lake City, Utah

January 1992

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The belief statements express the fundamental values underlying the Strategic Plan, the principles and ideals on which it is based. Taken together, these belief statements describe the moral character of the system, act as a compass for guiding the development of all plan documents and as guideposts for behaviors to be used in implementing the plan.

BELIEFS

We believe all life has purpose.

We believe every person has an absolute inherent value.

We believe the family is the fundamental unit of society.

We believe every individual has unrealized potential for growth.

We believe each individual has the innate right of choice and the responsibility for the consequences.

We believe the acquisition of knowledge in the pursuit of truth is essential to human progress.

We believe freedom of thought is an inalienable right.

We believe successful societies create an environment that stimulates individual initiative.

We believe the expression of individual uniqueness is essential to personal development.

We believe each individual has the ability to learn.

We believe the United States system of self-governance depends upon an educated citizenry.

We believe honesty and moral integrity are essential to positive human interaction.

We believe every individual needs to give and receive love.

We believe a fair and just system of law, protecting individual rights, is essential to the orderly function of society.

We believe individual well-being is the responsibility of first the individual, second the family, and third the community.

We believe societies prosper only to the degree that they enable every individual to become self-reliant.

We believe performing meaningful work is essential to a quality life.

We believe an understanding of diverse cultures is essential in an interdependent world.

We believe the United States is "One Nation Under God" where differences are respected.

MISSION

The Mission Statement describes the ultimate purpose for which the public education system exists. It also identifies the function it is to perform and the context in which it will perform it. Rather than a description of the status quo, it is a bold declaration of what the system intends to become. The Mission not only serves as a corner stone on which to build the plan, but as a focal point for concentrating the system's energy and resources on the common purpose.

Public Education's mission is to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society, by providing students with learning and occupational skills, character development, literacy, and basic knowledge through a responsive, state-wide system that guarantees local school communities autonomy, flexibility and client choice, while holding them accountable for results.

POLICIES

Policies are boundaries the system places upon itself to define the parameters within which the system will work to accomplish its purpose. Policies serve both as warnings, imperatives to keep the system from engaging in unwise practices, and as signposts to keep the system on course as it constantly strives to live up to its positive potential.

- **Every decision will be made based strictly on the best interest of the student.**
- **We will always honor the principle of fairness for all students.**
- **Nothing will take precedence over the instructional program.**
- **We will not accept failure as final for any student.**
- **We will teach and practice risk-taking and innovation in our quest for improvement.**
- **We will have an excellent teacher in every classroom and will recognize, reward and compensate that excellence.**

OBJECTIVES

Objectives are the public education system's stated commitment to achieving specific, measurable outcomes. Objectives are the means by which progress toward fulfilling the Mission can be monitored. Objectives are lofty to insure constant striving toward excellence.

One hundred percent of Utah's students will achieve the objectives of their individually developed Educational/Occupational Plans.

Each student departing the public schools will achieve success in productive employment and/or further education.

Utah education will be the standard world wide.

Utah will achieve the highest per household income in America.

Strategies are the system's broadly-stated ways and means of deploying its resources toward accomplishing the objectives. The strategies explain how the system will accomplish the objectives and thus realize the mission. As such, the strategies embody the Strategic Plan's primary controlling force, acting to direct and shape all efforts that carry the plan forward to fulfillment.

STRATEGIES

I. **We will redesign the educational system, its organization, laws and funding formulas, including removing state and local barriers, to achieve our mission and objectives.**

II. **We will develop a world-class curriculum that enables students to successfully compete in a global society.**

III. **We will energize our system of public education by attracting and retaining educators from among our best and brightest citizens through an aggressive plan to elevate its stature as a profession and compensate in a competitive way.**

IV. **We will empower each school to create its own vision and plan to achieve results consistent with the mission and objectives of Utah public education.**

V. **We will create the environment and provide the training necessary for school communities to achieve their mission.**

VI. **We will employ technology to restructure and improve the teaching/learning process and its delivery.**

VII. **We will install an assessment information retrieval system that will provide students, parents and educators with reliable, useful and timely data on the progress of each student.**

VIII. **We will educate all stakeholders on the mission and objectives of public education in Utah.**

IX. **We will personalize education for each student.**

X. **We will support research and development throughout the system with emphasis on initiatives at the local school level.**

XI. **We will expand and strengthen school/business partnerships that support our mission.**

STRATEGY 1:
We will redesign the educational system, its organization, laws and funding formulas, including removing state and local barriers, to achieve our mission and objectives.

ACTION PLANS

ACTION PLAN #1
Objective:

Implement an educational system in which students will progress by demonstrating state core and local competencies.

Step 1:
Eliminate restrictions and establish state board policy necessary to implement a system of student progress by competency.

Step 2:
Establish teams of subject matter specialists to determine a series of core competencies and their assessment.

Step 3:
Develop current technology-based monitoring, assessment and support system that will assist each student to progress through various levels of competence.

Step 4:
Develop and conduct a public awareness program to make all stakeholders aware of the benefits and implications or a competency-based system.

ACTION PLAN #2
Objective:

All clients will be able to choose the public school they will attend subject to space availability, demographic, legal and performance criteria.

Step 1:
With appropriate statutory authority, the State Board will adopt regulations which allow parent initiated transfers, subject to the demographic, legal and performance criteria, between all public schools on a space available basis, giving priority to students within school boundaries.

Step 2:
Districts shall be required to notify all clients that they must enroll students in the local school unless written documentation is provided proving acceptance in another school by a specified date.

ACTION PLAN #3
Objective:

Allocation of additional State Minimum School Program Funds will be accomplished within the parameters of the present School Equalization Minimum Program for maintenance and operations.

Step 1:
Minimum School Program Funding for Site-Based Decision Making will be:

A. A special purpose allocation.
B. Allocated through local school districts.
C. The allocation will be designated for specific schools to develop and implement specific objectives in the State/District Strategic Plan according to state and local guidelines.
D. Local districts will allow increased school site decisions relating to expenditures of school site appropriated funds.

Step 2:
Equalize capital outlay funds and increase equalization for voted and board leeway.

Step 3:
Move toward equalization relating to local tax efforts in bonding, local tax levy, etc.

Step 4:
Develop an index of comparison factors and statistics to appropriately measure funding for public education in Utah.

Step 5:
Assign a team to develop optional funding mechanisms linked to a competency-based delivery system.

ACTION PLAN #4
Objective:

The educational system will provide a licensing/certification process for administrative, instructional, and support personnel which accommodates differentiated staffing at the school level.

Step 1:
Revise, develop, and establish licensing/certification requirements to meet student needs. Licensing/certification approval will be based on demonstrated competencies. Alternative routes, dictated by student needs, may be based on coursework, previous employment, educational, and/or cultural experiences, etc.

ACTION PLAN #5
Objective:

Each student will have a Student Education/Occupation Plan (SEOP).

Step 1:
Review and modify existing Board rules regarding student education plans to reflect the objective.

Step 2:
Provide funding necessary for district and schools to plan and implement the SEOP.

Step 3:
Develop State guidelines, models and training for district schools to implement the objective at the student and teacher level.

ACTION PLAN #6
Objective:

Individual schools will have a sufficient functional autonomy for determining how students achieve core and additional competencies.

Step 1:
Do a legal system analysis of all existing laws and rules that define school autonomy to include:

A. Selecting and terminating staff.
B. Compensating teacher/ administrator excellence.
C. Determining basis for teacher evaluation.
D. Training teachers for competency.
E. Calendaring school year.
F. Developing educational programs.

Step 2:
Disseminate the findings throughout the state to districts and local schools. (Inservices, conferences, publications, etc.)

Step 3:
Adopt appropriate legislation and modify policies necessary to meet the objective.

STRATEGY 2:

We will develop a world-class curriculum that enables students to successfully compete in a global society. ***[Stipulation:*** *Nothing in this Strategy shall be implemented so as to compromise the local autonomy and accountability that result from the implementaion of Strategy #1.]*

ACTION PLAN #1A
Objective:

The curriculum will ensure that students are ACTIVELY INVOLVED in the learning process and increasingly assume more responsibility for their learning.

Step 1:
Redefine the SEP (Student Education Plan) to be an SEOP (Student Education/Occupation Plan).

A. Students assume an increasingly major role in their education/occupation plan.
B. "Achieving success in productive employment or entry into post high school goals" is part of each student SEOP.

Step 2:
Develop/disseminate a "Teacher As Facilitator" model rather than the traditional "Dispenser of Knowledge" model in place in many schools.

Step 3:
Inservice principals, teachers, counselors, and parents concerning student focused learning.

Step 4:
Teacher preparation institutions will insure that pre-service educators will demonstrate competency in student focused learning.

Step 5:
Emphasize "Hands-on" application type learning experiences wherever appropriate and possible.

Step 6:
Investigate and disseminate information concerning successful Student Advocacy program.

Step 7:
Assure all students receive positive reinforcement building strong self-image and self-esteem.

Step 8:
Provide enrichment opportunities for all students so they may explore beyond the confines of the "regular" curriculum. e.g., categorical interest centers, field trips, and resource visitors.

Step 9:
The Legislature will provide funds to reduce class sizes to assure quality learning opportunities for all students. Desirable ratio for Kindergarten would be 1-10 students; 1st through 3rd grades would be 1-15 students. (Stipulation: Changes in instructional methods may modify the need for reducing to the class sizes suggested.)

ACTION PLAN #1B
Objective:

The curriculum avoids student TRACKING plans that deny any student access to a substantive program of electives.

Step 1:
The courses and curriculum will be SEOP driven.

Step 2:
Establish "levels" of competencies instead or the traditional "grades (K-12)" thus assuring continuous progression based upon individual student accomplishments. *(see 5-b)*

Step 3:
Focus on student talent development in many areas in addition to academic competencies. e.g., planning, decision-making, communication, forecasting, productive thinking, music, art, leadership.

Step 4:
Work with post-secondary institutions to foster more concurrent enrollment opportunities and other learning extensions.

ACTION PLAN #1C
Objective:

The CURRICULUM will be FLEXIBLE to assure student focused learning.

Step 1:
Local districts will establish options which reflect flexibility in:

A. Credits earned e.g. Credit for out-of-school programs, credit for demonstrated competency.
B. Scheduling, e.g. Co-operation with vocational schools, colleges, and universities.
C. Graduation competencies as defined in the SEOPs.

ACTION PLAN #1D
Objective:

Schools will provide a CLIMATE for QUALITY curriculum and instructional programs.

Step 1:
Educators and parents will promote a pervasive climate in the school which encourages high expectations and academic excellence, yet provides a safe, motivating, comfortable place to learn.

Step 2:
Local districts, parents, and educators will assure that extracurricular activities not drive the system but are seen as having a secondary role.

ACTION PLAN #2A
Objective:

Teachers will have convenient ACCESS TO CURRENT teaching, financial, management policy, and technological RESOURCES.

Step 1:
Provide a networked computer for each educator.

Step 2:
Provide an information system for teachers and parents with appropriate data concerning each student.

Step 3:
Provide teachers a data base in subject matter content and resource areas, e.g., The TAC-BBJ system.

Step 4:
Provide inservice and pre-service to utilize informational systems and current technology.

Step 5:
Provide professional information, materials, equipment, and supplies to assist teachers in designing and teaching the curriculum.

Step 6:
Teachers will select textbooks, software, hardware, and supplies, etc. according to their needs and the needs of their students. Such materials will not dictate the curriculum.

ACTION PLAN #2B
Objective:

Ensure a positive PROFESSIONAL IMAGE to allow teachers to be fully empowered.

Step 1:
Expected outcomes will be clearly defined with teachers held accountable for enabling individuals to reach outcomes.

Step 2:
Recruit highly-qualified, pre-service teacher candidates.

Step 3:
Promote positive public relations for professional education.

A. A continual working relationship with home.
B. Community involvement.
C. Professional involvement.

Step 4:
Teachers will be actively involved in research, application, and decision-making. *(Cross Reference to Strategy Number 10)*

ACTION PLAN #3
Objective:

Educators will implement a VARIETY of TEACHING STRATEGIES.

Step 1:
Educators will be provided regular inservice to include but not be limited to:

A. Learning styles
B. Cooperative learning
C. Higher-level thinking skills
D. Hands-on/field experience
E. Integrated/interdisciplinary learning
F. Varied assessment and evaluation techniques
G. Various teaching models
H. Classroom management and organization skills
I. Technology use and integration
J. Action research and reflective teaching
K. Teacher as facilitator

Step 2:
Teachers will be accountable for implementation of strategies learned to achieve professional certification, demonstrated proficiencies will be required.

Step 3:
Outcomes of all pre-service teacher education programs in Utah will reflect teaching and learning strategies as described in #1 above.

ACTION PLAN #4
Objective:

Each local school will provide and encourage PARENT PARTICIPATION in the education of students.

Step 1:
Establish a site-based committee to make recommendations pertaining to curriculum content and SEOPs.

Step 2:
Expand the volunteer program at each school:

A. Inservice will be provided for parents to be effective volunteers.
B. Inservice will be provided for educators concerning the effective use of volunteers.
C. Students will be used as volunteers where appropriate.

Step 3:
Parents, students, and educators will actively participate in the SEOP process.

Step 4:
Each school will have an active, functioning, PTA/PTSA, or other parent group to enrich and improve the education process.

ACTION PLAN #5A
Objective:

The curriculum will be based upon critical CONTENT AREAS AND INFUSED THEMES.

Step 1:
Develop required curriculum outcomes and competencies for the following critical content areas:*

A. Mathematics
B. Biological, Physical and Earth Sciences
C. Communication/Language Arts
   1. Reading
   2. Writing
   3. Speaking
   4. Listening
D. Social Sciences
   1. Citizenship
   2. Geography
   3. History
   4. Economics
   5. Political Science
   6. Anthropology
   7. Sociology
E. Foreign Language
F. Fine Arts
G. Healthy Lifestyles

**(Accepted with the stipulation that this is a model curriculum and not considered mandatory.)*

Step 2:
The State Office of Education and SCHOOL districts will assure that the following themes will be infused into all critical content areas:

A. Quality vs. quantity *(See #6)*
B. Subject integration and application *(See #7)*
C. Character development *(See #8)*
D. Thinking strategies *(See #9)*
E. Technological applications *(See #10)*
F. Global perspective *(See #11)*
G. Occupational planning and preparation *(See #12)*
H. Interpersonal and living skills *(See #8-b)*

Step 3:
The State Core Curriculum will be revised to meet requirements in steps 1 and 2 above.

ACTION PLAN #5B
Objective:

Students will be ASSESSED UNDER the NEW CURRICULUM OUTCOMES AND COMPETENCIES.

Step 1:
Develop assessment methods which are authentic and performance based. e.g., Multiple means of assessment, i.e. interview, projects/products, demonstrations and criterion-referenced tests.

Step 2:
Students will be assessed on an on-going basis K-12.

Step 3:
Students will develop a portfolio documenting competencies acquired as defined in the SEOP.

Step 4:
Standardized tests will be used solely to evaluate system integrity not for individual student, classroom, or school comparisons.
(Cross reference to Strategy Number 7).

ACTION PLAN #6
Objective:

Educators will teach fewer instructional topics in greater detail, DEPTH VS BREADTH.

Step 1:
Inservice will provide educators with strategies for teaching depth vs breadth.

Step 2:
Teachers will facilitate depth vs breadth:

A. Emphasize concepts, attitudes, and applications over content and facts.
B. Ensure sufficient time to be given to master and teach specific concepts.
C. Promote more experience-based rather than solely theoretical learning.
D. Provide students the materials and flexibility to research and explore topics on an independent basis.
E. Emphasize critical thinking and problem-solving as opposed to memorization of facts.
F. Promote the philosophy that in-depth learning implies life-long learning with inherent skills and processes.

Step 3:
Colleges and universities will insure that pre-service teachers receive preparation in the philosophy of depth vs breadth.

Step 4:
Provide for authentic and performance-based evaluation of general principle concepts and processes, de-emphasizing memorization of facts.

ACTION PLAN #7
Objective:

Students will have opportunities to CONNECT REAL-LIFE SITUATIONS TO SCHOOL LEARNING through thematic and interdisciplinary studies.

Step 1:
Education stakeholders will examine all phases of school structure (i.e., time, schedule, grade levels, year) to reduce compartmentalization and/or grade level assignments, providing open opportunities for learning.

Step 2:
Provide and support pilot schools at all levels to field test the "school within a school" concept of subject integration and application.

Step 3:
Prior to graduation, community/business/education partnerships will provide students opportunities to use integrated learning skills for community service or real-life projects.

Step 4:
Provide multiple inservice opportunities for faculty and staff on subject integration and application strategies:

A. Promote and support schools at all levels to field test the concept of subject integration and application, e.g. "school within a school," differentiated staffing, thematic strands, etc.
B. Provide resources and training to facilitate effective integrated learning.

Step 5:
Post-secondary institutions will teach basic principles of subject integration and application.

Step 6:
Design the SEOP process as a way to report student progress using accomplishments and competencies rather than units and credits.

ACTION PLAN #8A
Objective:

CHARACTER/CITIZENSHIP DEVELOPMENT will be the underlying thread taught by all educators to all ages and in all areas.

Step 1:
A site-based committee consisting of students, parents, educators and community representatives will determine basic character/citizenship concepts for their school community.

A. Include cause and effect behavior seen in history, literature, social studies, etc.
B. Apply character traits such as responsibility, integrity, respect, the work ethic, etc., into everyday assignments and relationships.
C. School rules and attitudes will encourage good citizenship within the classroom, school, and community.

Step 2:
Provide inservice training on how to integrate character development into everyday teaching in the classroom.

Step 3:
Colleges and universities will insure that pre-service teachers receive preparation in Character/Citizenship Development.

ACTION PLAN #8B
Objective:

Principle centered character development curriculum will ensure that each student learns the basics of INTERPERSONAL RELATIONSHIPS and social skills.

Step 1:
Identify and disseminate models/resources of curriculum that emphasize principle-centered character development.

Step 2:
Evaluate and select models and resources which promote principle-centered character development.

Step 3:
Establish school and classroom rules to encourage natural, logical consequences for interpersonal and social behaviors making students responsible for their own actions.

Step 4:
Educate students in acceptable social behaviors which might include but not be limited to: How to disagree, how to accept criticism, how to relate to authority, respect, delayed gratification, empathy, self-control, accepting responsibility, dependability, integrity, etc.

Step 5:
Establish rules and program to encourage good citizenship within the classroom, school and community.

Step 6:
Establish programs that develop appreciation of differences in others, multi-cultural appreciation, and social conscience.

Step 7:
Teach goal-setting and how to carry out objectives necessary to achieve desired outcomes.

ACTION PLAN #8C
Objective:

Character development curriculum will ensure that each student develops and STRENGTHENS SELF-ESTEEM.

Step 1:
Include self-esteem programs for students of all ages by targeting curriculum areas where positive self-esteem programs will be taught during each school year.

Step 2:
Inservice principals, teachers, and parents yearly in positive self-esteem procedures that ensure positive experiences for all students in everyday school experiences and at home.

ACTION PLAN #9
Objective:

Students will learn and APPLY THINKING SKILLS AND STRATEGIES in all curriculum areas.

Step 1:
Inservice will provide teachers with strategies for teaching critical and creative thinking.

Step 2:
Teachers will facilitate thinking opportunities; e.g.

A. Use methodologies such as inquiry models, questioning strategies, etc.
B. Provide opportunities for independent and interdependent thinking.
C. Use real-life application (such as community problem solving).
D. Provide a climate for thinking that will encourage creative exploration and risk taking.
E. Provide opportunities for students to use reflective thinking for self-evaluation.

Step 3:
Colleges and universities will insure that pre-service teachers receive preparation in the teaching of thinking skills.

Step 4:
Provide for authentic and performance-based evaluation of thinking skills and strategies.

Step 5:
Promote individual student examination of thinking processes that result in the transfer of that process to become a life skill.

ACTION PLAN #10A
Objective:

Students will learn and apply APPROPRIATE TECHNOLOGY.

Step 1:
A consortium of legislators, private enterprises, and local school districts will provide funding for acquisition and maintenance of appropriate technology such as: computers, word processors, fiber optics, satellite systems, telephone modules, fax machines, automation, robotics, biogenetics, physical fitness testing and evaluation

Step 2:
Students will apply knowledge of technology in various subject areas for practical uses.

Step 3:
Private industry will provide opportunities for teachers and students to see and use applied technology at actual occupational sites.

Step 4:
Provide opportunities for students to demonstrate technological skills through camps, fairs, competitions, etc.

Step 5:
The SEOP will include assessment concerning technological applications.

ACTION PLAN #10B
Objective:

Educators will INTEGRATE APPROPRIATE TECHNOLOGY in the teaching process.

Step 1:
Provide inservice training on infusing technological applications into the curriculum.

Step 2:
Public and private sector partnerships will be established to provide applied technological assistance.

Step 3:
Post-secondary institutions will prepare teachers to understand and apply technology in teaching.

Step 4:
Assessment of the inservice training of educators will be included in all district technology master plans (i.e. "ETI").

ACTION PLAN #11
Objective:

The curriculum is designed to provide opportunities for students to gain a GLOBAL PERSPECTIVE.

Step 1:
Students, parents, and educators will have adequate information about the competitive global job market as they develop the SEOP.

Step 2:
Education stakeholders will provide support and funding for:

A. Technology to build cross-cultural understanding, e.g., Tele-conferencing, world-distance learning, cable networks, satellite dish for each school.
B. Opportunities for person-to-person contact, exchanges, interaction.

Step 3:
Provide pre-service and continuous inservice education on teaching from a global perspective.

Step 4:
Media centers will expand to include literature, maps, artifacts, video and audio tapes, etc.

ACTION PLAN #12A
Objective:

Establish public/private sector PARTNERSHIPS to provide awareness, exploration, and training in CAREER OPPORTUNITIES locally, nationally, and internationally.

Step 1:
Establish placement centers to assist students in meeting SEOP goals for employment and/or post secondary education.

Step 2:
Public/private sector partnerships will provide the following:

A. Mentoring/internship/ shadowing or coaching.
B. Apprenticeships/cooperative work experience.
C. Corporate seminars.
D. Part-time employment or additional training which may lead to a career choice.
E. Assistance in determining curriculum content.

(Cross Reference to Strategy Number 11)

Step 3:
The Legislature will establish and fund Applied Technology Centers, or such services, throughout the State.

ACTION PLAN #12B
Objective:

The curriculum will provide an INTEGRATION between ACADEMIC and OCCUPATIONAL EXPERIENCES.

Step 1:
Provide inservice training to correlate and integrate academic studies, career opportunities, and occupational experiences. There will be a strong correlation between academics and the world of work.

Step 2:
Teachers will facilitate a strong correlation between academics and the world of work.

Step 3:
Post-secondary linstitutions will provide training in correlation and integrating academic studies, career opportunities, and occupational experiences.

Step 4:
The SEOP will include specific assessment concerning each student's integration of academic and occupational experiences.

STRATEGY 3:

We will energize our system of public education by attracting and retaining educators from among our best and brightest citizens through an aggressive plan to elevate its stature as a profession and compensate in a competitive way.

ACTION PLAN #1
Objective:

Attract and retain educators from among our best and brightest citizens through an aggressive plan to provide teaching with more of the career and work characteristics of professional work.

Step 1:
Districts will provide vertical and horizontal professional growth opportunities for teachers. Districts will design vertical, differentiated responsibilities and horizontal, developmental opportunities valued by the best and brightest teachers and potential teachers (as determined by rigorous and trustworthy research). Schools will develop rationales for the use of these career development opportunities and defend them to the district.

Step 2:
The State Legislature will provide funding to the districts for professional development.

Step 3:
Districts will dedicate the use of these funds to the support of professional development.

Step 4:
Districts will design differentiated job opportunities with varying levels of responsibility. Job placement and advancement should be based on performance and qualifications, not exclusively on time in grade.

Step 5:
The State will provide models for integrating vertical career opportunities with current initiatives such as vertical components of the career ladder.

ACTION PLAN #2
Objective:

Attract and retain educators from among our best and brightest citizens through an aggressive plan to provide teaching with more of the career and work characteristics of professional work.

Step 1:
Provide options for full-time employment for professional educators with a commensurate salary.

Step 2:
The Legislature will provide funding to insure that within a five-year period, teachers will be paid a total compensation package which, when adjusted for cost of living differences, is the highest total compensation package of the six states surrounding Utah. This compensation package will be based on performance. *(See Action Step 4b) (Stipulation: The term performance includes, but is not limited to, individual teacher performance and workload.)*

Step 3:
The State will provide guidelines and models for flexible staffing, school scheduling (students' flexible attendance: year-round schools, etc.), job sharing, school/industry partnerships, and optional term contracts (e.g., twelve, ten, or six months) that will allow for full-time teaching and professional work.

Step 4:
Districts will develop plans to provide employment options allowing 25 percent of Utah's teachers to be working on extended or partnership contracts within five years.

ACTION PLAN #3
Objective:

Attract and retain educators from among our best and brightest citizens through an aggressive plan to provide teaching with more of the career and work characteristics or professional work.

Step 1:
Districts will provide opportunities for educators to make professional decisions and take professional action related to teaching and learning in schools. This can be done through the use of such things as site-based decision-making, job enlargement aspects of the career ladder, or other reforms already underway or through new initiatives.

Step 2:
Continue current funding and support for site-based decision-making.

ACTION PLAN #4
Objective:

Attract and retain educators from among our best and brightest citizens through an aggressive plan to provide teaching with more of the career and work characteristics of professional work.

Step 1:
Design and implement multi-faceted evaluation methods that reflect the complexity of teaching work. This will require that districts abandon total reliance on scores attained on an observation instrument as the measure of meritorious teaching. Multiple measures will be adopted and weighted.

Step 2:
The State will develop and disseminate models, guidelines, and training for using and implementing multi-faceted performance assessment methods and performance-based compensation systems that reward educators as individuals and on the school level.

Step 3:
The districts will implement compensation systems that rely on valid performance assessment methods.

Step 4:
Utilize teacher selection criteria with high predictive validity. (The criteria predict success in teaching.)

STRATEGY 4:

We will empower each school to create its own vision and plan to achieve results consistent with the mission and objectives of Utah public education.

ACTION PLAN #1
Objective:

Local boards of education, superintendents, parent-teacher associations, support staff associations, and administrator's associations will become aware of the possibilities in, and the relationships between visionary thinking, strategic planning at the state and district levels, school-site planning, and *site-based shared decision-making.

Step 1:
Before January 1992, prior to legislative action being taken, a statewide conference and/or regional conference will be held to fully orient representatives of all stakeholders to the State Strategic Plan.

(Cross Reference to Strategy No. 8)

Step 2:
Following legislative action on the State Strategic Plan, sponsor statewide and/or regional conferences that focus on innovative practices; i.e., visionary thinking, strategic planning, school-site planning, and site-based decision-making in terms of how each relates to the State Strategic Plan. In doing so, the following provisions will be made:

(a) make it possible for all districts within the state to participate, including each district having representation from all stakeholders, and, as necessary, cover costs; i.e., travel, lodging, meals, and substitute teachers;

(b) fund conference costs; i.e., consultant fees, facilities, published materials, etc., and

(c) video tape conference presentations for future use to further educate/inform stakeholders/school communities.

Step 3:
Identify, develop, and distribute video tape(s) to each dis-

**Site-based shared decision-making is a program designed and developed by a local school community group that is composed of administrators, teachers, professionally certificated support personnel, classified employees, parents, students, and citizens that provide for*

(a) decisions to be made at the school level on matters critical to the achievement of school goals established by the group,

(b) ownership of the decisions from the school community,

(c) autonomy being increased at the schools as a result of site-based shared decision-making concerning budgetary matters, etc.; and,

(d) relief from constraining rules and regulations.

trict that facilitates an understanding of the State Strategic Plan.

Step 4:
Following the conference(s) discussed in No.1, sponsor a statewide yearly conference and/or regional conferences that include an updating of site (district/school) plans.

ACTION PLAN #2
Objective:

Provide the opportunity for local districts and schools to receive information and training designed to develop thoughts, ideas and skills that are associated with futuristic, visionary thinking, and plans of implementation.

Step 1:
Employ or assign full-time professional staff position to create a clearing house for research and provide/coordinate futuristic, visionary thinking and innovative practices in education, and to administer grant programs regarding Action Step No. 2 that is described below.
(Cross Reference to Strategy No. 10)

ACTION PLAN #3
Objective:

Every district will have the support and financial resources necessary to develop a strategic plan*.

Step 1:
Provide incentive funding/ grants to support district level strategic planning.

Step 2:
Provide a pool of at least five external facilitators trained in one or more strategic planning models to facilitate district-level strategic planning.

Step 3:
Each district choosing to develop a strategic plan will select the internal facilitator. Training of internal facilitators will be directed by the external facilitator as well as training of Action Planning Team Leaders.

**Various strategic planning models exist, one of which in harmony with state level generated "Belief Statements," directs a district toward determining/outlining Beliefs, a Mission Statement, Strategic Parameters, Internal Analysis, External Analysis, Objectives, Strategies, and Action Plans. The state and districts are Strategic Units.*

ACTION PLAN #4
Objective:

Following a district's completion of a Strategic Plan, support and financial resources will be provided for each school within the district to develop a school-site plan.

Step 1:
Provide incentive funding/ grants for school-site level-planning.

Step 2:
Assess the need for external facilitators (beyond the 5 previously trained to facilitate district level strategic planning), and train them in several planning models to facilitate school-site planning.

Step 3:
Prior to school-site planning, the school staff will select the internal facilitator.
Note: Action Planning Team Leaders will be trained by the external and internal facilitators. Once the school-site planning begins, including the identification of Action Planning Team Leaders, the internal facilitator will coordinate their efforts.

ACTION PLAN #5
Objective:

Provide information on site-based shared decision-making models to districts/ schools and systematically fund training and evaluation.

Step 1:
Establish a Clearinghouse *(Refer to Action Plan/Strategy No. 4, Plan #2, Action Step 1)* that provides services and materials that showcase successful site-based shared decision-making models, as well as:

A. Orchestrating the identification, utilization, and/or training of an in-state CADRE of trainers available to districts and schools, including trainers that can be identified by members of the Utah Education Coalition.
B. Developing and implementing training schedules for all interested districts and schools, including boards of education, superintendents, administrators, teachers, support personnel, and parents.
C. Organizing and conducting an annual state-wide conference and/or regional conferences on site-based shared decision-making drawing from state and/or national resources; i.e., consultants, etc.;
D. Following the selection of participating schools, distributing funds to, and coordinating the evaluation of a sampling of site-based shared decision-making projects.

ACTION PLAN #6
Objective:

Organize and support an awareness campaign to inform the public about state and district strategic planning, school-site planning, and school site-based shared decision-making opportunities.

Step 1:
Develop and disseminate audio and video presentations to highlight the processes of strategic planning, school-site planning, site-based shared decision-making, and opportunities for involvement.

Step 2:
Utilize existing State Office of Education personnel to develop and coordinate multiple news releases and then distribute these news items to districts for further dissemination.

STRATEGY 5:

We will create the environment and provide the training necessary for school communities to achieve their mission.

ACTION PLAN #1
Objective:

An environment will exist in every school community where the focus is on quality student-learning.

Step 1:
An environment will be created in each school community where the focus is on quality student learning and there is (a) common expectation, (b) collaboration, (c) supportive leadership, (d) accountability for outcomes, (e) continuous self-evaluation, (f) authority to restructure roles, and (g) an open, flexible management system.

A. A common expectation that:
   - All students can learn and will achieve a level of competence that students, their parents, and their teachers agree is quality;
   - Teachers will implement effective instructional practices which are guided by quality research and evaluation; and
   - All students will have a healthy self-concept and recognize the relevance of education.

B. Collaboration among all partners which includes:
   - Establishment of school-home-community partnerships;
   - Shared ownership for meeting clearly stated common goals;
   - Encouragement and support to explore, innovate, and take risks to foster growth; and
   - Trust, openness, and respect for individual differences.

C. Supportive, visionary, noncoercive, participatory leaders who function with:
   - Well-defined parameters for decision-making; and
   - Necessary funding for human and physical resources.

D. Appropriate accountability for outcomes.

E. Continual self-evaluation of personal and professional actions, because quality improvement never ends.

F. Authority to restructure the roles of all participants.

G. An open, flexible management system that supports quality, student learning.

ACTION PLAN #2
Objective:

All school personnel will exit pre-service training with competencies described in Attachment A.

Step 1:
The SBE will insure that there is increased cooperation and collaboration between public schools and post-secondary institutions regarding the preparation of educational personnel.

Step 2:
After collaborating with teachers, administrators, state office of education (SOE) personnel, and post-secondary trainers of educators, the SBE will revise the requirements for teacher, administrator and support personnel certification. Competencies described in Attachment A and in Action Plan #1 will be included in the requirements.

ACTION PLAN #3
Objective:

On-going training which includes the components of Attachments B and C will occur in all school communities.

Step 1:
After collaborating with educational stakeholders the SOE will develop and employ measures for assessing competency in skills outlined in Attachment B and C.

Step 2:
SOE will develop a comprehensive training curricula that will enable school community participants to develop the competencies described in Attachment B and C.

Step 3:
Personnel will be identified in each district and school community to provide training and necessary support services.

Step 4:
SOE will provide training and resources to individuals identified as trainers within districts and school communities.

Step 5:
SBE will require educators to demonstrate competencies outlined in Attachment B and C as part of recertification.

Step 6:
The State Legislature will allocate funds for training which enables school communities to accomplish their mission.

Step 7:
Districts will offer incentives and/or innovative ways to provide time for school community participants to collaborate, research, evaluate, renew, and receive training.

ATTACHMENT A

Teacher education programs need to be a top priority in institutions and be adequately promoted and supported by top school leaders. The programs should have clearly articulated vision of what teaching and learning is. This vision must be communicated to faculty members, students, and cooperating professionals in the schools.

Teacher education programs must ensure candidates:

(1) possess the literacy and critical thinking abilities associated with the concept of an educated person;

(2) thoroughly understand the common places of schooling (goals, clients, organization, curriculum, instruction and evaluation), promising alternatives, the nature of healthy schools, and how to sustain renewal;

(3) possess the pedagogical knowledge and skills necessary to arrange optimal conditions for educating the young;

(4) understand that citizenship is the primary political office under our constitutional government, and possess a foundation of knowledge about the nation's government and its expectations for citizens;

(5) have the intellectual tools to participate broadly in human conversation and to introduce young people to it; and

(6) can use and teach about technology.

Programs must assure that each candidate participates in a wide array of laboratory settings for observation, hand-on experiences, case studies, and exemplary schools for internships and residencies. Student teaching needs to be done in a good school under the supervision of exemplary teachers. The prospective teacher will be required to:

A. Gather, record, and verify evidence of student learning.

B. Apply principles of learning in developing lesson plans during instruction while assessing achievement.

C. Participate in collaborative efforts to set and reach common goals.

D. Apply teaching practices based on quality research.

E. Plan for and achieve the alignment of worthwhile objectives, instructional processes and assessment procedures.

F. Establish school-home partnerships.

ATTACHMENT B

A leader who completes administrative training programs should:

A. Personally champion the continuous need for school improvement.

B. Be visionary (able to evolve a statement of what the organization can become).

C. Accept the responsibility to model the skills, processes and beliefs necessary for program success.

D. Be an active learner.

E. Create conditions that are non-coercive and non-adversarial whereby staff are stimulated, developed, and enrolled.

F. Reject imposing control and embraces the concept of empowerment of others.

G. Be a problem-solver who involves the organization's best thinking and knowledge in confronting and solving problems.

H. Have the personal courage to confront difficult issues and to make appropriate decisions.

ATTACHMENT C

Training will be offered to provide the skills and knowledge necessary for school community participants to (a) collaborate, (b) function as participatory leaders, and (c) fulfill their quality-improvement responsibilities.

A. Collaboration training must include:

- Communication, interaction, consensus-building and collaborative problem-solving skills;
- Effective teaching/instructional practices for educating all students; and
- Skills in systems change, team facilitation, conflict management, organizational/individual resistance management and program evaluation.

B. Participatory leadership training must include acknowledgment that:

- Decisions are made at the point of responsibility, accountability and expertise; and
- Authority and accountability are always commensurate.

C. Quality-improvement responsibility training must include:

- Explaining the need for quality-improvement as well as its individual and collective benefits;
- Establishing and communicating the school community's quality-improvement goals;
- Developing a common language to talk about quality-related issues;
- Defining the structure and process through which quality-improvement will take place;
- Clarifying everyone's responsibilities;
- Providing people with tools and techniques to manage the quality for their work.

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STRATEGY 6:

We will employ technology to restructure and improve the teaching/learning process and its delivery.

ACTION PLAN #1
Objective:

Ensure that a baseline of technological hardware and software is available to every learner and teacher.

Step 1:
Adopt the baseline configuration for teacher work stations and establish district standards for hardware and software components.

Step 2:
Place a baseline technology configuration on every teacher's desk, to include a computer with access to a network, printing and appropriate software. These standards will evolve, but as of 1991 are as follows:

- 16 bit processing
- 2 megabyte Random Access Memory (RAM)
- 40 megabyte storage (optional)
- Local Area Networking (LAN)
- Wide Area Network access via gateway (WAN)
- Letter-quality printer (Dot-matrix or inkjet)
- Liquid Crystal Display (LCD) or appropriate projection system

The LAN will permit access to high-quality laser printing and a modem for access to national networks and databases. The WAN will permit access to the state "curriculum server."

Step 3:
Develop planned acquisition of baseline components including priorities, training requirements, utilization criteria (e.g. home and school use, etc.), and any electrical retrofitting that may be required for individual work stations (including power-surge protection).

Step 4:
Place a baseline of technologies (which is a minimum for one technology station for every three learners) in each learning environment/classroom.

Step 5:
Link all teachers via computer network including a state-wide library media information exchange and on-line catalog.

Step 6:
Assure data security by providing software and hardware features for each system or work station (e.g., password access, keyed locks, secure storage for off-loaded files (disks, cartridges, DC-ROM, etc).

Step 7:
Select and assign Local Area Network LAN) support personnel at least one of whom will have first line responsibility, and one who will serve as backup.

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Step 8:
Assure that these individuals defined in Step 7 above receive adequate training in network support and maintenance.
(See Action Plan for Objective 8, Step 2)

Step 9:
Develop a network policy to include the following:

- priorities
- utilization criteria (e g. individual or private space allocations, etc.)
- electric power surge protection- which may be required.
- electric power surge protection
- Uninterrupted Power Supply (UPS) to maintain the network file server for at least 20-30 minutes in the event of a catastrophic power failure of circuits that serve the file server.
- automatic and orderly shut-down procedures within the network support software which will assure data file integrity in the event of a power failure.
- network security standards to assure that only authorized individuals will have access to the server, any applications that reside on the server and data files that are server resident.
- procedures to protect from viruses, worms, etc.

Step 10:
Establish, disseminate and implement a district copyright policy and procedure for use of commercial software. The policy should include provisions for consequences which may result in termination of employment by the district or recommend loss of certification to the State Office of Education.

ACTION PLAN #2
Objective:

Use technology to enhance curriculum by automating existing materials and piloting technology projects.

Step 1:
Transfer existing (non-automated) curriculum materials to the Statewide Curriculum Server Network using differentiated staffing.

Step 2:
Install descriptions of technology-based activities onto the Curriculum Servers as those which enhance students' attitudes, values, and desires toward learning are identified by educators.

Step 3:
Require educational publishers to provide linkages to the Statewide Curriculum Server Network of their instructional materials.

Step 4:
USOE and district curriculum specialists (including teachers) will define the relationships among curriculum objectives, instructional strategies for various learning styles, test item banks, and instructional support materials within their individual content areas.

Step 5:
Identify inter-disciplinary links within the curriculum using curriculum specialists experienced in interdisciplinary instruction.

Step 6:
Pilot inter-disciplinary projects in each district to demonstrate the practicality of using tech-

nology in linking mathematics and language arts across the curriculum. Link additional content areas as methods are refined and proven to eliminate artificial- boundaries which have been erected between and among disciplines.

Step 7:
Enter examples of successful linkages into the Statewide Curriculum Server Network to make them accessible to teachers via their teacher workstations.
(See Action Plan 11, Objective for Curriculum Server and Action Plan 1, Objective for a definition of baseline technology for the teacher workstation)

Step 8:
Develop technological support for other content evaluation models that focus on higher order thinking skills, (e.g., analysis, synthesis, critical thinking, problem solving, creative thinking, and decision-making) in addition to basic skills, and include these in the measurement of success.

ACTION PLAN #3
Objective:

Use technology to enhance teaching.

Step 1:
Teachers will identify or develop uses of technology which provide a broad array of learning opportunities. These may include hands-on experience in research, communication, productivity, tutorial instruction, simulation, modelling, and other uses of technology as they relate to each content area. These will be developed to provide equitable curriculum opportunities to all students regardless of geographic locale, language, district size, etc.

Step 2:
Establish consortia which will train and develop a cadre of interested educators in the various methods and report results of the technology applications on the Statewide Curriculum Server Network
(See Action Plan 11)

Step 3:
Implement identified methods in model schools throughout the state.
(See Action Plan 6)

ACTION PLAN #4
Objective:

Reinforce and reward teachers as they become the facilitators of learning experiences through technology.

Step 1:
Conduct a literature review regarding present practices in the districts of the state and the nation to determine which teacher incentives have proven to be successful.

Step 2:
Identify rewards or incentives for teachers to change their role.

Step 3:
Determine the criteria of special incentive and reward packages related to state law, district policies and Master Agreements, and teacher organization policies.

Step 4:
Define legislation to permit, enable, and fund incentive programs.

Step 5:
Define a process to encourage key legislatures to introduce the enabling legislation.

Step 6:
Commission school districts to adopt and establish incentive and reward programs based upon the above defined criteria and legislation.

Step 7:
Establish an endowment fund supported by the business community and their association(s) to be funded from their already established research/development and training budgets to provide

special 'fellowship' awards to teachers who are exemplary in improving student performance as a result of implementing technology to assist them in facilitating learning opportunities for students.

ACTION PLAN #5
Objective:

Use technology to enhance the teaching/learning environment and use technology as a catalyst to equalize the educational experience.

Step 1:
Provide districts on-going funding in the following four areas to:

A. Technologically enhance the traditional classroom environment while pursuing b and d.

B. Create technological links to bring real world events, people, and places into the teaching/learning environment (e.g., expand EDNET to all districts and upgrade to digital microwave).

C. Experiment with new technologies to link between and among diverse teaching/learning environments.

D. Experiment with new technologies to shatter the barriers of what the teaching/learning environment is; where high risk, group learning, peer interaction, innovation, and research are the expectations.

E. Districts should conduct at least one project in each funding area. Districts should use teachers, students, and community members in conducting these projects. Equity issues in the uses of technology should be addressed.

Step 2:
Place descriptive reports of all projects on the state-wide curriculum server network.
(See Action Plan 11)

Step 3:
Three evaluations will be made of every project in each district or region. One evaluation will be done by a committee made up entirely of students selected from throughout the district or region; one will be done by a committee of teachers from throughout the district or region; and the third will be a 'third party' evaluation. All these evaluations will then be made available on the curriculum Server Network.

Step 4:
Provide block grant, state-level funding for replicating successful projects from each of the categories above.

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ACTION PLAN #6
Objective:

Create a model learning environment in each school district to foster and support experimentation, risk-taking, funding alternatives, differentiated staffing, and technology-based links to homes, schools, universities, and communities.

Step 1:
Create a public awareness program (e.g., brochures, public service announcements, model school visits, PTA/PTSA programs, bulletin board access, newspaper articles and video cassettes) to educate parents on the objectives and benefits of technology in education.

Step 2:
Establish one or more technology-based model schools in each of the 40 school districts in the state. These model schools will include restructuring components such as:

A. Alternative staffing options such as differentiated staffing
B. School-business Partnerships
C. Site-based research
D. Curriculum development and innovations integrated with technology
E. Effective inservice training components
F. Evaluation opportunities for technology based delivery systems
G. Baseline technology configuration for every teacher/facilitator
H. Baseline level of technologies for learners
I. Other innovative ideas or strategies involving technologies

Step 3:
Expand successful elements of model schools to other sites in the district or state.

ACTION PLAN #7
Objective:

To develop a state-wide technology pre-service program for a differentiated educational staff.

Step 1:
Content - Implement a 4-semester hour or 6-quarter hour program by which teacher education institutions will include performance-based, content-integrated training and experiences in the use of technology in the learning process.

Step 2:
Develop training programs with appropriate certification requirements for the various levels of educators within a differentiated staffing model (e.g., master teacher/facilitator, professional teachers, provisional teachers, classroom assistants, media specialists, counselors, administrators, secretaries, volunteers, lab assistants, etc.).

Step 3:
During the formative stages of content development, have each of the pre-service providers meet with local district personnel (including teachers) to ensure that the curriculum content will meet the needs of learners.

Step 4:
Interface the Colleges of Education with State Interactive Learning Clearinghouse (SILC) (See Action Plan 13) to enhance intensive use of the resources available during pre-service teacher training.

Step 5:
Support Structure - Ensure

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that pre-service providers have appropriately equipped laboratories, facilities and courseware, with the necessary back-up to keep them operating. (Colleges of education, student teaching, internships, partnerships)

Step 6:
Evaluate-Develop a performance-based evaluation model for each staffing level to ensure that graduates have the skills and experiences they need to perform acceptably on the job.

Step 7:
Incentives - Competencies in the use of technologies of instruction will be listed on the certificate for all levels of certification in the differentiated staffing model.

ACTION PLAN #8
Objective:

To develop a state-wide technology in-service program for a differentiated educational staff.

Step 1:
Content - Each district will establish guidelines for in-service training in instructional technology for all levels of the differentiated staff. Districts will select and implement delivery strategies for in-service training. These strategies should include in-classroom training and applications. This integration of curriculum and technology should be designed to assist educators in becoming facilitators of learning, rather than dispensers of information.

Step 2:
Ensure that there are competent technical, maintenance, and systems support personnel available in buildings, districts, and/or regions.

Step 3:
The library media specialists should become an information technology specialist at the school level, with appropriate training and state certification.

Step 4:
Hold local, regional, and state conferences and round tables where recognized, technologically proficient individuals are able to share their skills and expertise with educators throughout the state.

Step 5:
Teachers will be involved in instructional development of the in-service curricula so that they have ownership in methods, techniques, and/or resources they develop.

Step 6:
Train teachers to use data communication links for instruction and management. For example, electronic bulletin boards, mail systems, local and wide area networks, databases, curriculum servers, other curriculum resources available through SILC, and classroom management systems such as trace, GPA, Praxis, etc.

Step 7:
Organize and conduct training for teachers and administrators in the use, care, and security of the technology and associated components.

Step 8:
Support Structure - Ensure that in-service providers have appropriately equipped facilities and courseware, with the necessary back-up to keep them operating.

Step 9:
Establish in-service support structures including district-level technology coordinators, site-level technology specialists, and site-level technology teams.

Step 10:
organize and conduct training regarding the specific use of the base-line software components (e.g., word processing, spreadsheets gradebook, and fundamental skills necessary to use the technology, etc.).

Step 11:
Evaluation - Conduct an annual, state-wide evaluation to assess the level of competence at which technology, as an educational innovation, is being used. Provide districts with feedback on areas for improvement of inservice activities.

Step 12:
Districts will conduct internal formative evaluations to improve the quality of inservice.

Step 13:
Incentives - Technology competencies will be listed on the certificate for all levels of certification in the differentiated staffing model, after existing personnel complete the requisite training.

Step 14:
Encourage programs which allow educators to earn technology-based tools for instruction (e.g., 60 hours + of training beyond existing skills outside of school time to earn a computer).

Step 15:
Extend the contract year of educators to 220 days as in other professions. This additional time will be used for inservice training, additional student days, instructional development, and other professional development activities to benefit students and teachers. Districts will develop plans for accountability.

Step 16:
A separate budget line item will be created to compensate teachers, as an addition to their base salaries, for achieving specified levels of technology competency.

ACTION PLAN #9
Objective:

To create a backbone for data, voice, and video communication in public education and bridge to universities and business/ industry for pre-service, inservice, and curriculum activities.

Step 1:
Eliminate data communication barriers between public and higher education and business and industry (e.g., preservice and inservice professional communication, public education student-to-university communication, etc.).

Step 2:
Attach every high school in the state to a Statewide Curriculum Server Network.

Step 3:
Pursue high speed, state-of-the-art data highways to support this service, (i.e., fiber optic cable to every classroom).

Step 4:
Tie state inservice and Statewide Curriculum Server Network to InterNet.

Step 5:
Link all feeder schools via existing or updated networking technology. This would be done to ensure equitable access to the InterNet. Continual upgrade of local area network soft ware interfaces to accomplish this task would be an ongoing process.

Step 6:
Insure that electronic distance education capability is available linking all education institutions in the state, i.e., public schools, community colleges, area technical centers, universities, etc.

ACTION PLAN #10
Objective:

Establish standard data and file formats for curriculum objectives, test item banks, learning strategies/lesson plans, and student tracking information, as well as linkages among them, and guarantee that microcomputer programs used in the State of Utah (e.g., Praxis, GPA, trACE) will be able to import and export these standard file formats.

Step 1:
Identify potential members of the Standardized Student/Curriculum Data Formats (SSCDF) committee from among vendors doing business in Utah, USOE curriculum specialists, urban and rural district curriculum and technology specialists, and state computer experts.

Step 2:
Identified specialists and experts will be contacted and an invitation extended to participate in the SSCDF committee.

Step 3:
During the first meeting of the SSCDF committee, they will define a time frame in which they believe file formats can be created and a time-line for electronic formats to be adopted.

Step 4:
Additional meetings will be held to determine specifics of file format.

Step 5:
Establish a deadline for completion of file format standards.

Step 6:
Establish a deadline for adoption of standards by vendors doing business in Utah.

Step 7:
The SSCDF will meet regularly (minimum, yearly) to upgrade standards and resolve problems.

ACTION PLAN #11
Objective:

Establish a Statewide Curriculum Server Network in support of districts where curriculum objectives (e.g., Utah core curriculum, etc.), test item banks, learning strategies/lesson plans, media resource access, and student files are centrally available in electronic form to be up-and- down-loaded to district computers.

Step 1:
Provide the programming necessary to simplify up-and-down-loading data which follows the standards established by the Standardized Student Curriculum Data Formats Committee. (SSCDF) (See Action Plan #2).

Step 2:
Establish necessary agreements with state data processing departments to permit up-and-down-loading of data on the Statewide Curriculum Server Network.

Step 3:
Beta-Test the finalized programs and modify where needed to include final draft standards.

Step 4:
Disseminate completed programs and train appropriate staff regarding their use.

ACTION PLAN #12
Objective:

Disseminate the state core curriculum and test item banks in a commonly used, electronic format (i.e., magnetic disks, CD-ROM) as well as through down-loading from the Statewide Curriculum Server Network to empower each teacher and pre-service teacher with timely information and resources.

Step 1:
Identify the staff currently using desktop publishing techniques to publish state core curriculum guides and test item banks.

Step 2:
Train identified staff in conversion/production for curriculum materials in the final standardized format identified by the SSCDF committee.
(See Action Plan 10).

Step 3:
Update the training of USOE personnel to include those aspects deigned in Step 2 above into a new electronic publications format and insure that all new publications include these new standards.

Step 4:
Offer inservice to district staff people involved in the production of curriculum materials as per Steps 2 and 3 above.

Step 5:
Bring all state educational technology newsletters (e.g., UCCE, UITC, ENC, TAC, ETI) under one consortium supported hyper-text "shell" as a method of disseminating proven educational models, practices, and activities.

Note: publication under the consortium "shell" does not preclude independent publication.

Step 6:
Specify a USOE person to be responsible for quality assurance of curricular materials uploaded to the state Statewide Curriculum Server Network.

Step 7:
The person identified in Step 6 will identify people at the district or regional level with similar quality-control responsibility, will develop procedures for assuring quality of uploaded materials, and will work with and train district and regional quality assurance personnel. This person will also work closely with USOE curriculum specialists.

Step 8:
Work with the National Diffusion Network to disseminate information about proven technology hardware, courseware, and teaching strategies on the Statewide Curriculum Server Network.

Step 9:
Evaluate courseware to correlate it to the Utah CORE curriculum and to determine the skill level required to use the courseware and place on Statewide Curriculum Server Network.

Step 10:
Where proven teaching strategies do not exist relative to new technologies, provide planning, implementation, and evaluation grants at the state level to develop curriculum/delivery systems which show significant improvement over control teaching methods and review data placed on Statewide Curriculum Server Network.

Step 11:
Place all information (from Step #8), all evaluations (from Step #9), and proven teaching strategies (from Step #10) on the Statewide Curriculum Server Network.

Step 12:
Expand technology support at the state and district levels for the following positions or their equivalent. Use differentiated staffing to reassign personnel as needed for the following functions:

1) State Information System Manager,
2) State Technical System Operator (Technical SYSOP),
3) Statewide Curriculum Server Network/Electronic Bulletin Board Technician,
4) Bulletin Board System Staff.

Step 13:
Evaluate, acquire, and garner resources for hardware/software of the Statewide Curriculum Server Network.

Step 14:
Coordinate loading of state database for the Statewide Curriculum Server Network including the Electronic Bulletin System (BBS).

- Information System Manager coordinate loading of university, ETI, and state databases.
- Model School sites install network access hardware/software.
- Other school sites begin installing network access hardware/software.

Step 15:
Select and inservice 40 model school district curriculum specialists as part-time SYStem OPerators (SYSOPs) -1 from each district.

- Curriculum SYSOPs begin loading curriculum libraries.

Step 16:
Produce first monthly newsletter.

- Regional Service Centers with district technology specialists inservice by BBS staff.
- Regional Service Centers produce first monthly newsletter for region.
- District Technology Specialists inservice site technology specialists.
- Site Technology Specialists inservice teachers on-site.

ACTION PLAN #13
Objective:

Establish a resource information system and clearinghouse to support districts and regional service centers in coordinating the gathering, disseminating, and sharing of curriculum, inservice, and technological information. (This resource will include the USOE curriculum and technology support role, the ETI–Educational Technology Initiative Project Office, the ENC–Educational Network Consortium, and access to relevant educational Wide Area Networks-WANS).

Step 1:
Rename and restructure the TAC (Technology Assistance Center, currently housed in the USOE) to be the State Interactive-Learning Clearinghouse (SILC) with an expanded mission of decentralized service to teachers statewide.

Step 2:
Identify existing staff located throughout the state, linked by technology, to serve as curriculum and technology specialists for SILC. These people will have shared responsibilities and funding.

Step 3:
Upgrade the equipment resources and physical facilities of the SILC. Expand the personnel with specialists who have a broad technology philosophy--process oriented vs. a product orientation.

Step 4:
Interface the Regional Service Centers, the ETI Project Office, the ENC (Ed Network Consortium) and other accredited databases and networks with the SILC to allow better access to the information databases resources and services.

Step 5:
Where applicable, incorporate the State Educational Technology Master Plan (July '89 draft) for elements that need to be implemented. Establish renewed timelines for items in that document.

Step 6:
Complete the state-wide telecommunications instructional network as defined in the Distance Learning Master Plan. (Until the system is completed, training programs can be held with existing sites, and videos distributed to non-distance learning sites.)

Step 7:
Establish a clearly defined support role between the USOE and ETI Project Office to assist districts in implementing their technology plans.

Step 8:
Organize a task force for key people (e.g., USOE, technology specialists, district superintendents, district ETI coordinators, and regional technology specialists) to provide leadership in developing, establishing, and maintaining special interest consortia. (Existing examples include Educational Network Consortium, Interactive Technologies Consortium, Curriculum Development Consortiums and learning with Technology Consortiums, etc.)

Step 9:
Identify, in each school district, school libraries to receive, demonstrate, and make available information and products developed by the special interest consortiums. Libraries/media centers are also responsible to assist district/school curriculum coordinators in the development of curriculum guides and other resources deemed necessary at the local level.

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EXECUTIVE SUMMARY

We will employ technology to restructure and improve the teaching/learning process and its delivery.

The task force identified four major thrusts necessary to accomplish the mandated task:

- A statewide curriculum network
- Differentiated staffing
- Baseline technology
- Model schools.

Within each of these major thrusts, three components were identified:

- Infrastructure
- Curriculum
- Inservice.

Statewide Curriculum Network

Infrastructure

It is proposed that a statewide network be assembled which will permit the dissemination of information to any teacher in the state of Utah. This network will store information on the total curriculum as well as evaluations of the stored materials and correlation of the materials with the state core or other adopted curricular structure which may evolve.

Curriculum

As materials are entered into the statewide curriculum network, they are to be evaluated as to quality and content. An emphasis will be made on identifying cross-curricular applications.

Inservice

In order for a useful information flow to occur between and among educators, they must understand what is available and how to use the system. This will require extensive inservice.

Differentiated Staffing

Infrastructure

When a patient enters a hospital for medical treatment, the patient is served by many levels of personnel. These extend from the admissions clerk to orderlies, from nurses and resident physicians to specialists. Each of these has specific tasks assigned and a different salary structure. We must adopt a differentiated staffing structure in public education to meet varying needs. This will require a restructuring of those institutions preparing educational personnel. The differentation suggested in this document produces different-task assignments with a concomitant pay structure.

Curriculum

In order to most efficiently and effectively use staff members who are assigned different functions, the curriculum must be evaluated as to content and delivery method.

Inservice

As differentiated staffing progresses, personnel in each position must be trained. This will require a restructuring of classes at training institutions (universities, colleges, and technical centers) as well as massive inservicing of current personnel.

Baseline Technology

Infrastructure

In order to network all educators in the state of Utah to the statewide curriculum network, there must be a standardization of hardware. While it is recognized that technology will continue to evolve and require periodic upgrading of hardware and software, there must be a starting point. Thus, there is a suggested configuration which specifies the kinds of equipment to be supplied to each educator.

Curriculum

As hardware and software are made available to all educators throughout the state, the opportunities to share information, programs, and ideas will increase significantly. There will be a need to re-examine the curriculum to include cross-curricular offerings as well as focus on problem solving and higher order thinking skills.

Inservice

Without sufficient training computers become expensive doorstops. It is proposed that all educators be required to take a minimum of 60 hours of inservice and prove proficiency before being awarded a computer. The computers would be attached to the statewide curriculum network.

Model Schools

Infrastructure

In order to promote equity in educational offerings within the state, it is proposed that at least one model school be established in each school district. These 40 schools would be encouraged to promote innovative programs where risk-taking and research are promoted. As results from these model schools' programs are entered into the statewide curriculum network, all schools in the state will have an opportunity to adopt and adapt these programs.

Curriculum

In order to promote innovation risk-taking and research, model schools will have to experiment with the curriculum. It is expected that a new curriculum will emerge with emphases placed several areas:

- cross-curricular offerings
- higher order thinking skills
- problem solving

Inservice

Inservice is an integral part of training for educators who teach in model schools. The school must develop a mission statement and plan to reach goals and objectives which are indeed innovative. This will require significant inservice training of the staff in each model school.

Once the schools have had sufficient time to evaluate the effectiveness of their innovative programs, that information will be available on the statewide curriculum network. As other schools adopt these programs there will be an increased need for inservice in those adopting schools. It should be noted that there was considerable attention paid to the definition of **technology.** While in this document we have focused on computer technology, we recognize many other types of technology exist. In fact, we defined technology as "a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives; based on research in human learning and communication, and employing a combination of human and nonhuman resources to bring about more effective instruction. "

We feel there is much more to technology than computers, but being constrained by time, we have dealt with computer-based technology almost exclusively in this strategic plan.

There are three basic skills students must have to survive in the next century:

- calculation
- communication
- information acquisition and manipulation.

Strategy VI addresses those needs and provides equity, economy, and quality in the educational process.

ATTACHMENT A

Example Technology Baseline for each Teacher and School as of 1991

TEACHER CONFIGURATION

IBM-COMPATIBLE

- 386sx PC compatible, 640KB RAM memory, enhanced keyboard, VGA adapter & monitor
- Optional 40MB hard disk
- Optional LCD plate for overhead projector system
- High quality printer

-OR-

APPLE MACINTOSH

- Macintosh LC, 2MB memory (2 floppy drives), standard keyboard, 12" color monitor
- Optional 40MB (1 floppy drive & hard disk)
- Optional LCD plate for overhead projector system
- High quality printer

SCHOOL-WIDE LOCAL AREA NETWORKING CONFIGURATION

HARDWARE

- 386sx File Server with 2MB RAM memory
- 200MB hard disk
- Monochrome monitor, Ethernet cards, etc.
- Laser printer
- Voice Mail Card
- Modem

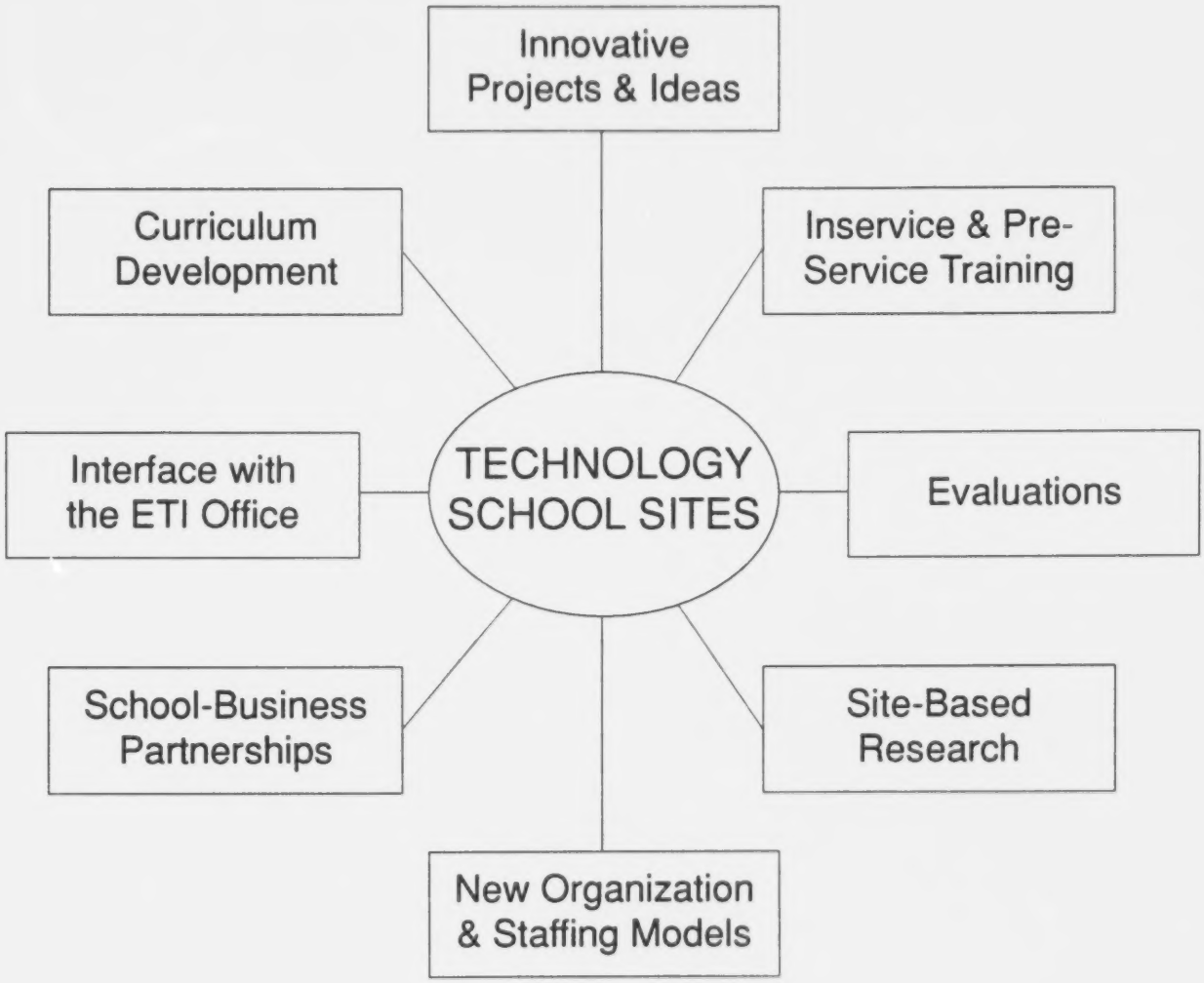
-OR-

SOFTWARE

- Novell's advanced netware/286
- Word processor
- Spreadsheet grading programs
- Courseware, lesson plans, etc.
- Upload & download device for student (infrared)(broadcast)

ATTACHMENT A

Technology Based Model School Concept



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ATTACHMENT B

A Structure Leading to the Future - Model School Sites

As we look at the kind of structure that would provide a clear roadmap to the future, we need a place where new ideas, concepts, and programs can be explored, free from the pressures of instant success and no failure. The model school concept is one that is both appealing and practical.

One or more technology schools or model schools in each school district provides an opportunity to develop an infrastructure of innovative projects throughout the state. The schools could provide a research base as well as many other links to technology, utilization training, an business partnerships.

- **Inservice/Pre-service Training**

  The model school concept can provide an excellent structure for inservice training. If every school district had one or more schools, (for example, an elementary school, a middle school, and a high school) that could be used as a demonstration site, teachers and prospective teachers could rotate an participate in a number of models for inservice training depending on the districts needs and flexibility.

- **Innovative Projects and Ideas**

  A model school site would allow the kind of risk-taking and creativity that is needed to test new ideas, new projects, and new methods. However, teachers, administrators, and parents would need to have a high level of commitment and willingness to participate.

- **Site-based Research**

  By developing the model school concept ,site-based research could be conducted at the classroom level. In the past much of the research has been done at the university level with little transfer to classroom applications. This would give an opportunity to universities in the state to extend research applications to the classroom setting on an ongoing basis. Case studies, longitudinal research and technology-based, delivery-systems research could be conducted on an ongoing basis. Unfortunately, little research has been done with the newer technologies of instruction. Utah should continue to be a front runner in the technology field.

- **School/Business Partnerships**

  The model school site would help focus business and industry on specific applications and projects and interest throughout the state. This would help build confidence and support from the private sector in the restructuring of education.

  Model sites with specific projects would also attract business attention. One or more projects could be funded and replicated throughout the school district and in many other areas of the state based upon research findings.

- **Evaluation**

  A critical element of any technology program is to evaluate its effectiveness: what works and what doesn't work and then to share those findings with

others. The model school concept would give us an opportunity to evaluate technology on a day-to-day basis not just in pockets of development but working with a number of technologies statewide and evaluating their effectiveness. The model schools could provide some excellent baseline data for ongoing evaluation of projects statewide.

- **Curriculum**

  One of the weaknesses of the technology initiative has been the difficulty of meshing the curriculum content with the technology delivery systems. The model school concept would provide a structure where curriculum innovations coupled with technology could be used to look at restructuring our education program. New cross-disciplinary content could be explored. A greater degree of flexibility in the curriculum and how that curriculum is delivered could also be explored. New curriculum models could be developed and tested in a setting that would allow for evaluation and revision of areas that are not so successful. Learning from failure is often more important and helpful than learning from our successes. The model school would give an opportunity to test and try new curriculum ideas without the fear of failure.

- **Organization and Staffing**

  The model school concept leads us to the point where new teaching and learning paradigms can be tested and implemented. Eventually every school has the opportunity to become a model, turning expectations into reality. We are dealing with vision. If the majority of those supporting education as a key to economic development have the same vision, we can accomplish what Benjamin Singer wrote (in *Learning for Tomorrow*) when he indicated that significant vision precedes significant success and that the key indictors of success are vision: a profound and positive image of the future. For many, technology is still a vision but it precedes the actions that have the potential to make significant changes in education.

  The following summary statement was used in a recent government publication called "Power On." It gives focus to this and many other attempts at providing a roadmap to the future.

> *"Information technologies have transformed the worlds of business, science, entertainment, the military, government, law, banking, travel, medicine and agriculture. The question is whether they will make as deep a mark on classroom learning -- and how."*

ATTACHMENT C

Suggested Model Schools Criteria

Model school sites should be established using the following criteria:

1. Strategic location is needed providing convenient access for teachers in each school district. This means that one or more model sites should be established in each district.

2. Administrative support at the district and school level is needed in order for a model site to be chosen. Administrators must have familiarity with technology and an expressed interest in establishing a model technology-based program.

3. School administrators, teachers, and parents must be willing to experiment with new technologies of instruction and be observed by others.

4. Administrators and teachers are willing to participate in inservice training.

5. Teachers and administrator are willing to consult with colleagues and assist in implementing the Strategic Plan objectives for educational technology in the schools.

6. Teachers and administrators must submit a three-year instructional technology plan that will meet one or more of the objectives of the Master Plan.

7. Teachers are willing to provide a research environment for establishing a changing instructional role, using a technology-based curriculum delivery system.

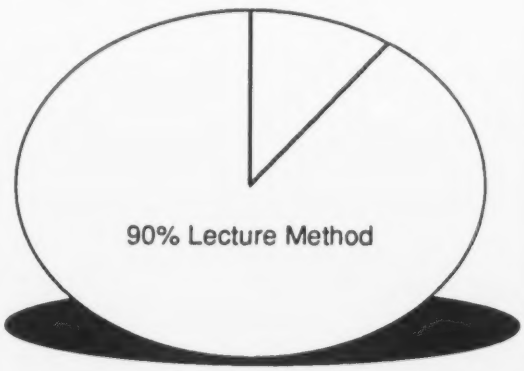
8. Schools and school districts must provide opportunities to college evaluation data regarding student performance, motivation, teacher utilization, and other research data.

An Example of a Differentiated Staffing Model

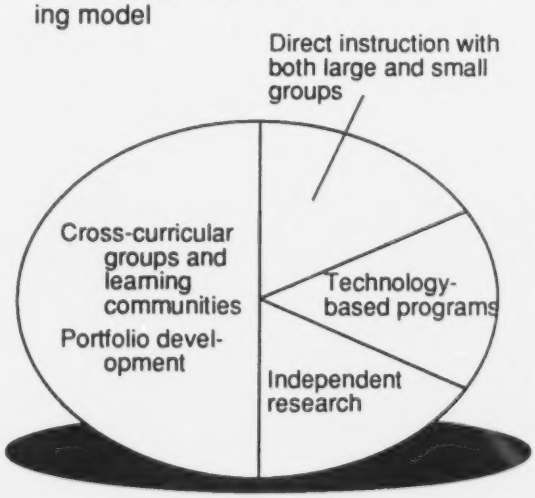
ATTACHMENT A

THE INSTRUCTIONAL SCHEDULE
under Differentiated Staffing

- **Instructional Schedule**
under the existing model



- **Instructional Schedule**
under the proposed differentiated staffing model



ATTACHMENT B

SALARY SCHEDULE
for Differentiated Staffing

A comparison of current staffing practices and a differentiated staffing cost benefit analysis*.

Current Staffing Costs per Building

$445,000	Students in Utah Schools
$525	Students per Building
$24	Average Students per Class
$22	Teachers per Building
$25,531	Average Teacher Salary
$34,070	Salary with Benefits
	34,070 x 22 = **$749,540 Total Cost**

Differentiated Staffing Costs per Building

$68,540	1-Master Instructor w/Benefits
58,540	1-Senior Instructorw/Benefits
194,160	4-Associate Instructors @$48,540 w/Benefits
117,700	5-Assistant Instructors @$23,540 w/Benefits
55,000	10-Tutors @$5,000 (1/2 time wo/Benefits)
0	6 or more Volunteers (no cost)

Total Staffing Costs = $493,940

Comparative Savings with this Plan

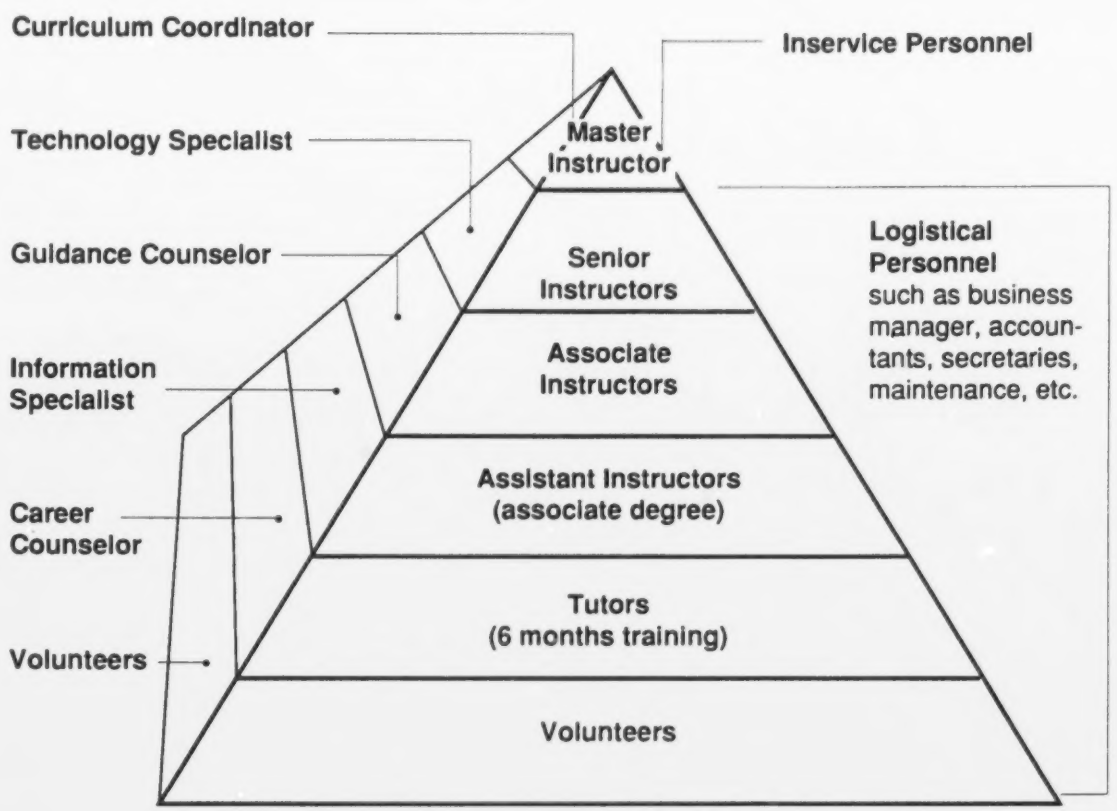
$749,540	1-Master Instructor w/Benefits
($493,940)	1-Senior Instructorw/Benefits
$255,600	**Funds to be applied each year for technology and related support training**

*Source: the Utah State Office of Education pamphlet "Facts and Figures on Utahs Public School System."

An Example of a Differentiated Staffing Model
(continued)

ATTACHMENT C

ONE DIFFERENTIATED STAFFING MODEL



Instruction Side
Formal educational or practical preparation*

Curriculum Side
Specialized support for instruction

Training Side
Universities and colleges, ATCs, school districts

Logistical Side
Business background

Instruction Side
Formal educational or practical experience

Differentiated Staffing
Specific criteria for each position
A board of review for advancement

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An Example of a Differentiated Staffing Model
(continued)

ATTACHMENT D

COST COMPARISON
of Differentiated Staffing

A comparison of current staffing practices and a differentiated staffing cost benefit analysis*.

LEVEL I

22- Instructional Group Personnel:

$749,540	Total Cost for Personnel - Traditional Model
(493,940)	Cost with Differentiated Staffing Model
$255,600	**Total Cost Savings**

LEVEL 2

7- Curriculum Group Personnel:

$511,200	Costs Savings for 2 -Instructional Groups
(269,780)	Cost for 1-Curriculum Group
$241,420	Total Savings for 2-Instructional Groups
-2	
$120,710	Per Community of Learners - to be spent on technology and other resources for learning

LEVEL 3

Level 3 personnel are not included in the instructional or curriculum groups based upon the financial data available in this document. Similar savings could be made at this level based upon a differentiated staffing model.

Level 1	Based upon a group of 525 learners*
Level 2	Based upon a group of 1,050 learners*
Level 3	Based upon a group of 2,100 learners*

*Ratio of educators to learners is 22/525 which represents current enrollment patterns.

ATTACHMENT A

A Sampling of Inservice Models

1. **DISTRICT TRAINING MODEL**

   Generally the district training model involves working at the district level, held after school or Saturdays or during the summers when teachers can participate in specific inservice training sponsored by the district curriculum technology personnel.

2. **THE MENTOR MODEL**

   The Mentor model involves training a select group of teachers. Once those teachers are trained, they become trainers. They go back to their various schools and train other teachers. That process is repeated until all of the teachers are trained.

3. **THE SUPER SUB MODEL**

   This model involves training teachers through a substitute program. Substitute teachers who are skilled in the technology replace teachers in the classroom while they are being trained in another location. Once the regular teachers are trained, they go back into the classroom with the super sub. The super sub then works with the teachers in order to give them the ongoing help they need to integrate the technology in their classrooms. Once the teacher is confident about running the program, then the super sub goes to another classroom and works with another teacher.

4. **THE CADRE MODEL**

   This model involves a group of teachers who could be hired throughout the state, say 20 or 30 teachers skilled in curriculum and technology applications. They would then go throughout the state and work with schools and school districts to provide the inservice training component that districts may not have because of their size or lack of trained personnel.

5. **TECHNOLOGY-BASED SCHOOL MODEL**

   This model would provide one or more schools in each district where teachers are trained in technology and are using it with the curriculum on a daily basis. Teachers from other schools would rotate through the school, obtain training and expertise through both observation and direct teaching experience and the go back into their regular schools to implement the program.

6. **THE EQUIPMENT PURCHASE MODEL**

   This model provides for a specific number of training hours and competencies . Once teachers obtain mastery of the skills after a specified number of hours, a computer is given to each teacher completing the inservice program. This program allows the teacher to use the equipment and related software at home as well as at school, thus increasing proficiency and effecting a lifestyle change.

ATTACHMENT B

Concerns-Based Adoption Model (CBAM)

Design for Technology Inservice to Involve all Utah Teachers

An educational technology study undertaken by the Utah State Office of Education in 1987* reported that, "the most significant finding relates to the need for inservice at all levels of education throughout the state." Developing a technology inservice program for Utah's teachers is an enormous task from two points of view.

1. The multitude of technical hardware and software available is staggering. Such devices range from the calculator to the laser disc; from the camcorder to interactive video; from the computer to the integration of technology for instruction. The range of technology becomes even more perplexing by the constant proliferation of new and changing hardware and software.
2. Not only is the job of inservicing such a large number of teachers a massive undertaking, but the complexity of the task emerges when the broad range of technological skills possessed by Utah's teachers is considered. The skill range runs from never having used a technology to complete mastery of a technology. Many teachers stand in awe and fear of being forced to use technology.

A technology inservice program designed for Utah's teachers must take into account both the technology and the current skill status of teachers to be trained. This paper will focus on the inservicing of teachers to meet their needs in regard to skill status. It is assumed that a well-conceived inservice program for one technology can be changed content-wise for training in other technologies.

A successful inservice plan for all teachers must take into consideration a partnership between education and the technology industry. It must also be aimed at the broad range of technological skills currently possessed by the consumers (Utah's teachers). The Technology Study ** referred to above outlined an inservice model to train all levels of educators. The model differentiated five levels of training from awareness to enhancement.

Targeting inservice for people at the correct level is always difficult. To more precisely place people in inservice programs at the correct level, the Concerns-Based Adoption Model (CBAM) developed at the University of Texas at Austin seems to offer the greatest assistance.CBAM identifies seven stages of concerns ranging from awareness to refocusing. Those stages with a brief description are listed below:

0–Awareness:
Little concern about or involvement with the innovation is indicated.

1–Informational:
A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2–Personal:
Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This

* Utah State Office of Education, *Educational Technology Study: Perspectives on Educational Technology* (SLC, Utah, 1987) p.19.
** Utah State Office of Education, op.cit., pp. 70-75.

includes analysis of his/her role in relation to the reward structure of the organization, decision-making, and consideration of potential conflicts with existing structure or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3–Management:
Attention is focused on the process and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4–Consequence:
Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5–Collaboration:
The focus in on coordination and cooperation with others regarding use of the innovation.

6–Refocusing:
The focus in on the exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

The model also has an instrument that can easily be administered to teachers. The profile developed from the use of the instrument assists in properly placing teachers in an inservice program that meets the identified needs. The model focuses on interventions related to people first and on innovation (e.g., computer-assisted learning) second.

It is recommended that:

1. The State of Utah develop a contract with CBAM to provide questionnaires (administration could be done locally without assistance), scoring, and a profile for each Utah teacher. This will clearly identify teachers' concern levels and enable inservice to be targeted at the correct level for each teacher. Dr. Gene E. Hall, one of the researchers who developed CBAM, is currently Dean of the college of Education at the University of Northern Colorado at Greeley, Colorado. He consults in regard to the model and would be the person to contact.
2. The technology industry and education cooperatively develop inservice programs to meet teacher needs as identified by CBAM.
3. Inservice programs be developed on a sequential basis with the first emphasis being to develop inservice programs addressing the AWARENESS through MANAGEMENT levels. This will target teachers who have never been involved in using technology, who have only thought about using it, are uncertain about it, or who are frustrated with managing a computer.
4. Creating inservice programs at the CONSEQUENCE through REFOCUSING levels could come at a later date to help those already using technology to advance their skills.

ATTACHMENT C

Support for Technology Maintenance, Repair, and Networking

Training for local technicians is complex and constantly changing. *(For example, Apple has recently adopted a 9-month development schedule for new products.)* Maintaining this large investment in technology and computers needs to become an important function of the educational community.

Through the Educational Networking Consortium (ENC), lead technology maintenance, installation and support personnel can stay abreast of their constantly changing fields. The ENC consists of a board of lead technical experts in the state and is open to representatives from each district. A business partnership has been forged to support the ENC effort, and business technical support personnel now serve as advisory members of the board. This support is critical to the success of the ETI and strategic planning movements. Likewise, USOE and ETI representatives currently sit as permanent members of the board where they have been instrumental in facilitating the successful improvement of networking, maintenance, and repair services. ETI serves a vital function bridging the educational and business communities.

While the specifics of training are constantly changing and complex (The ENC has defined any of the detailed specifics) some basic categories and standards can be listed here, followed by some examples where clarity is required.

1. Networking Topologies e.g., Ethernet, Arcnet, Base-band, etc.
2. Networking Software e.g., Apple System 7 and Apple Share, Novell 286–2.15,2.2, Novell 386–3.11, and various NLMs
3. IBM name brand equipment
4. IBM clone equipment
5. Apple equipment
6. Other equipment
7. Printers
8. CD–ROM
9. Many others...

ATTACHMENT D

Sample Job Descriptions for Inservice Support

Create in every school, a **Technology Team** consisting of teachers (one per grade or department) who are "certified" at a higher level of technology proficiency than are most teachers, and whose job it is to provide local support to their assigned teachers.

Create in every district, a **Technology Coordinator** who is given the following responsibilities:

- Liaison between the district and external inservice sources such as colleges of education, the Utah State Office of Education, other districts, and vendors.
- Set up criteria for the staff development of the site-level teacher leaders/specialists and ensure that they receive proper training.
- Define, schedule, and approve for district lane-change credits all technology-related inservice courses.
- Design and conduct inservice workshops as required.

Create in every school, a **Teacher Leader/Specialist** for technology who is given the following responsibilities:

- Liaison between the school and the district to provide feedback on how effectively the technology is being used, and to suggest new staff development workshops or modifications to existing workshops.
- Ensure that high quality training is available to all teachers.
- Design and give inservice workshops are required.

ATTACHMENT A

Curriculum Applications of Electronic Networking

- Interest groups of student sharing ideas, data and information on a local, state, national, or international level.
- Development of personal relationships with student colleagues in from other countries, cultures, and continents.
- Conducting group projects that deal with research, current events, or global problems.
- Communication between students and experts in a particular field where information is shared and evaluated.
- Clustering of schools with similar interest to share information, communicate ideas and evaluate each others works.
- Teaching students to access networks and services which are offered over network utilities.

ATTACHMENT A

Step 12: Sample Curriculum Server/Info Service Staffing

Curriculum server/info service staffing should be funded and should include the following positions:

Information System Manager - full time
Job Description: encourage other SYSOPs, peruse system, gather best ideas and distribute to non-users, maintain help manuals (bulk done on-line), on-site training for regional centers.

Technical SYSOP- full time
Job Description: (SYSOP means SYStem OPerator - the person who manages the online information) maintain new product bulletin board, disseminate Educational Network Consortium inservice schedules, run forum for instant answers to hardware problems, maintain vendor product list data base, maintain library of commonly asked hardware/network questions and configuration templates.

USOE SYSOP- full time
Job Description: maintain EPIE data base (software evaluations), maintain software reviews data base (currently being gathered by the state), maintain CORE curriculum correlation data base, maintain trACE-like lesson plan data base (lesson plans for using technology in teaching/learning), coordinate and evaluate library uploads (information/lesson plans/software put into the system by teachers) with Curriculum Forum SYSOPs.

Equipment Maintenance Staffing will also be state funded and should include a part-time hardware/software technician for the bulletin board.
Job Description: daily operation and maintenance of bulletin board delivery system, nightly backup of system Year end summary to ETI/ USOE/Legislative Action Committee report by BBS staff under the direction of the Information System Manager.

ATTACHMENT B

Step 13: Sample Equipment Needs Evaluation

BBS staff and in-state university computer system specialist will draw up system requirements for the following needs:

HARDWARE

- Toll-free, high-speed access for every educational site in Utah
- Server storage and processing requirements
- Multi-user access to server

SOFTWARE

- Exceptionally easy-to-use interface for users (Graphic User Interface) including transparent access to computer mainframe servers located in different areas in Utah
- Electronic mail for every educator in Utah
- Multi-user access to data bases, computer forums, public domain software libraries, and bulletin boards
- On-line batch-downloading capability of state standard file formats

EQUIPMENT GARNISHMENT

BBS staff and in-state university computer system specialists pool resources of state and university mainframe computers to be used as the main hardware base for the curriculum server/electronic bulletin board/information service.

EQUIPMENT ACQUISITION

BBS staff and in-state university computer system specialists specify additional hardware and software needed for successful implementation of the system.

ATTACHMENT C

Step 14: Sample Structure of the Electronic Bulletin Board

Educator Forums

- Curriculum–Utah core forums: A forum for the free exchange of ideas,, questions, and suggestions for each CORE area, each with a part-time SYSOP from one of the 40 model schools in the state. *(See Attachment 12D for step 15)*

Libraries (public domain)

- Utah teacher/student produced resources
- Lesson strategies

Main Bulletin Board

- Grants: national and state
- Contests: national and state
- State/district job opening postings

ETI Project Office

- Maintain district ETI plans and reports on-line
- Maintain searchable statistical data base of monies spent on hardware, software, and other technology in the state
- Maintain data base of vendor pricing on ETI projects
- Maintain bulletin board weekly updates of partnerships
- Weekly updates of model school's projects
- Maintain data base of state testing/higher order skills assessments results

In-state Universities

- Provide on-line recertification classes
- Provide bridges to university resources
- Maintain and update ongoing and research findings in model schools
- Maintain and update class schedule catalog listing data base
- Update weekly bulletin board of upcoming inservice offerings
- Student teacher/university advisor communication channel

USOE

- Maintain data base of distance learning and educational video listings
- Maintain data base of Utah's software reviews
- Maintain data base of state CORE
- Maintain EPIE or TIE data base (national software reviews)
- Maintain ERIC or other Educational Research data base
- Maintain data base of public domain software/CORE correlation
- Maintain libraries of public domain educational software

Regional Service Centers

- Maintain searchable data base of center resources
- Produce monthly newsletter of other region's model site

E-Mail

- Access to individual communication with every educator and education administrator in the state
- Access to electronic address books for groups of educators (i.e., subject/grade, school size, region, etc.)

ENC -
see Technical SYSOP in step 12 of Action Plan

District Technology Specialists

- Forum (part-time SYSOPs from each district - directed by Regional Technologists and Technical SYSOP in step 15 of Action Plan)
- Each district's District Technology Specialist SYSOP responsibilities will include maintaining:
  - Current teachers' data bases, district policies data bases
  - District innovations updates
  - Model school sites select hardware, software, and network access for every teacher in the model school to the curriculum server/electronic bulletin board/information service. *(See Action Plan for Objective 6)*
  - Other schools in each district connect existing hardware and networks to the state system (a minimum of one for the site technology specialist) while making plans for purchase of hardware/software for every teacher to have access in the next few years. *(See Action Plan for Objective 1)*

ATTACHMENT D

Step 15: 40 Part-time District SYSOPS

With input from district superintendents, the Information System manager, ETI Project Director, and the USOE curriculum director select:

- 40 Curriculum areas (e.g., language arts, biology, grade 5, etc.)
- 40 Curriculum Enthusiasts (teachers) - part-time one forum each model school.

Job Description
On-line SYSOP for a specific curriculum forum, weekly update of his/her forum's bulletin board, weekly perusal of curriculum libraries for best uploads, monthly update for system manager's newsletter of forum highlights, off-line recruitment and idea gathering from teachers in her/his curriculum are from across the state.

ATTACHMENT E

Step 16: Monthly Newsletter

Regional Service Center Resources - staffed by each region, funded from the legislature or USOE.

Technology/Curriculum Synthesizer –
Full time; will serve district regarding curriculum content.

- Inservice District Technology Specialists on information service
- Meet monthly with district technology/curriculum specialists. *(see below)*
- Meet monthly with each district's site technology/ curriclum specialists.
- Present hands-on curriculum/technology models drawn from model school projects to districts
- Attend national conferences
- Idea-glean from model site visits and produce monthly newsletters for region *(published on-line and off-line)*
- Implement and coordinate bi-yearly share fairs for the region

Hardware Support
Half to full-time; service hardware.

- Member of ENC (Educational Network Consortium)
- Remote site trouble-shooting over the microwave or other networks--such as microwave-based digital data/video sound network via EDNET (7 channels)

District Curriculum/Technology Specialists
Half to full time.

- District-hired with district-driven job descritipons
- Inservice district teachers and site-technology specialist on-site on use of information service

Site Technology Specialists

- Principal-selected teacher for on-going service and support from district, region, and state sources.

STRATEGY 7:

We will install an assessment information retrieval system that will provide students, parents, and educators with reliable, useful, and timely data on the progress of each student.

ACTION PLAN #1
Objective:

Computer hardware, software and support services, for purposes of student assessment will be provided to every teacher.

Step 1:
Evaluation and recommendation of the most promising hardware and software will be provided (taking into account proven assessment practice, SEOP format, and capacity to aggregate data at a higher level in a compatible format).

Step 2:
Provide for every teacher to receive one computer system (hardware and software). *[Cross Reference to Strategy No. 6]*

Step 3:
In agreement for receipt of funds, inservice training for school and school district representatives will be provided to familiarize users with the system. Awareness information will also be provided to students and parents.

ACTION PLAN #2
Objective:

Each school in consultation with the districts will formulate and implement an assessment plan that will include:

- **multiple measures of student achievement; assessment of multiple talents;**
- **citizenship;**
- **promotion of assessment literacy;**
- **accessing of information by students, parents, and educators; and**
- **a periodic plan review.**

Career development and other career assessment measures will be included as appropriate.

Step 1:
Policy will be adopted requiring plan development and reporting of plan completion.

Step 2:
Districts will report completion of school assessment plans to USOE.

Step 3:
Districts will report completed implementation of school assessment plans.

Step 4:
Make available assessment system support, e.g., models, inservice, samples of measurement approaches, etc.

ACTION PLAN #3
Objective:

Construct, refine and disseminate student assessment tools directly linked to Utah's Core Curriculum (or revised Core Curriculum)

Step 1:
Complete development, refinement and dissemination of a set of *Performance-based (authentic) assessment tools* which are linked to the State Core Curriculum (or the revised State Core Curriculum). Such assessment tools will be based on actual student performance as opposed to "test-based" measures

Step 2:
Support districts and schools by creating, refining and providing intact, *criterion-referenced tests* and related training, reporting and data analysis. These tests will include reading, mathematics and science for grades 1-6 as well as all major courses for science and mathematics at the secondary level.

Step 3:
Support districts and schools by creating, refining, and disseminating *assessment item pools* linked to the State Core Curriculum (or revised State Core Curriculum).

Step 4:
Accomplish *a major study of proficiency-based credit assessment* and identify appropriate implementation strategies.
(Cross Reference to Strategy No. 2)

ACTION PLAN #4
Objective:

Continue implementation of the 1990 legislative accountability package (H.B. 321, H.B. 158, H.B. 170) with continued emphasis on enhancement and refinement of specific assessment procedures.

Step 1:
In compliance with state law, coordinate Utah's involvement in the 1992 State-by-State National Assessment of Educational Progress for grades 4 and 8 in reading and mathematics.

Step 2:
As required by state law, complete all activities necessary to accomplish and enhance the Utah Statewide Testing Program for which data will next be collected using the Stanford Achievement Test in the fall of 1991.

Step 3:
As required by state law, provide assistance to Utah school districts in assisting each district to prepare and publish it's own annual district performance report which must be provided to each school district patron by January 15th of each year.

Step 4:
Support assessment activities at districts, schools and the USOE by providing a complete mainframe-based test scoring and reporting service which will score both major criterion-referenced and norm-referenced tests. (This function is critical to the entire accountability package.)

ACTION PLAN #5
Objective:

Compile and publish for the state as a whole, results for a set of educational performance indicators which describes trends in student performance statewide, from a variety of sources including ACT, Advanced Placement, the Census, the State Testing Program, etc.

Step 1:
Review usefulness of various categories of information included in previous reports and possible new sources of performance information.

Step 2:
Collect and analyze information for the report from at least the following sources:

A. American College Testing Program
B. Scholastic Aptitude Test
C. U.S. Census
D. Advanced Placement Program
E. Utah Statewide Testing Program
F. Criterion-Referenced Tests
G. Other pertinent sources

Step 3:
Prepare text and graphics for initial drafts of the report.

Step 4:
Publish report and make appropriate oral presentation.

ACTION PLAN #6
Objective:

In concert with the Legislature, Governor, and members of the education family, adopt a state position in respect to the President's initiative for creating and administering an "American Achievement Test" for 4th, 8th, and 12th grade students nationwide. The President's initiative calls for the measurement of mathematics, English, science, history, and geography.

Step 1:
Provide information to the education family concerning the President's proposed testing program.

Step 2:
Evaluate costs and benefits of state participation.

Step 3:
Dialogue pertinent issues with all concerned groups.

Step 4:
Establish a formal position for the State in the form of either Board policy or legislative action.

STRATEGY 8:

We will educate all stakeholders on the mission and objectives of public education in Utah.

ACTION PLAN #1
Objective:

Create the organizational capabilities to implement the strategy of educating stakeholders.

Step 1:
A Communication Management Teamwill be appointed to oversee completion of the communication strategy and identify the best way to assign day-to-day responsibility for completion of the task.

Step 2:
Create a structure and system to perform periodic evaluations of the campaign.

Step 3:
Identify and contract with outside professionals to develop campaign theme and materials.

ACTION PLAN #2
Objective:

Seek clear and concise understanding of the mission statement and objectives by all stakeholders.

Step 1:
Develop a marketing theme, logo and "personification" concept.

Step 2:
Develop a marketing campaign that will target all stakeholder groups.

Step 3:
Develop marketing materials and information packet to include (but not be limited to) the following items:

- Brochures
- Radio and Television Announcements
- Posters
- Artwork (for use by schools, etc.)
- Wallet Card
- Articles
- Videotape
- Question and answer sheets
- Press Releases

Step 4:
Elicit support by all existing organizations with an interest in education for the purpose of having them help disseminate information and materials.

(a) Identify existing organizations with a direct interest in education.

(b) Contact the strategic planning group in each school district to find out what they are doing, to learn from their experience and to "dovetail" action plans into existing activities.

(c) Identify an appropriate contact person in each organization

(d) Obtain from each organization a written commitment to the purposes of the communication project.

(e) Invite contact persons from each organization to develop it's own program for disseminating the information to members. Each program should be based on the needs of the specific organization as those needs relate to the overall communication purpose.

(f) Provide the broad goals, but encourage each organization to develop it's own program for disseminating the information to members. Each program should be based on the needs of the specific organization as those needs relate to the overall communication purpose.

(g) Establish a speakers bureau to identify qualified speakers and make them available to meetings of the various organizations.

(h) Encourage the organizations to include information about the education plan in their own member newsletters.

(i) Establish a network of individuals assigned to this particular task, and facilitate communication among those individuals.

(j) Follow through by frequent contact with assigned individuals to ask for progress reports and to see if additional information or help is desired. (This may be the most important step of all; it will certainly require the most time from whomever has the coordination responsibility at the State level.)

ACTION PLAN #3
Objective:

Demonstrate to the stakeholders that the mission and objectives are in process and have potential

Step 1:
The Strategic Planning Committee will require from the state and school districts periodic reports to permit development of necessary materials

Step 2:
Revise and add to materials developed in Action Plan #2 to include:

- Success stories
- Speakers bureaus
- Progress brochure
- Print updates
- News Releases
- Talk show appearances
- Public meetings
- Governor's news conference
- "Report Card"

Step 3:
Conduct a standard public relations campaign to disseminate information

Step 4:
Develop a newsletter or other structured process to keep all interested organizations informed, with special emphasis on "how-to" approach.

ACTION PLAN #4
Objective:

Educate each for the stakeholder groups about the specific benefits which will accrue to them in the Mission and Objectives are achieved

Step 1:
Identify the key benefits for each stakeholder; for example:

- Students - better teachers, better jobs
- Employers - better and more productive employees
- Senior Citizens -- broader tax base to reduce tax load
- Educators - pay, prestige, satisfaction
- General Public -- better citizenship, family strength
- Government agencies -- less stress on social services

Step 2:
Develop materials to show connection between Mission and Objectives and benefits to stakeholders.

ACTION PLAN #5
Objective:

Generate commitment and positive action by stakeholders to participate in the achievement of the Mission and Objectives

Step 1:
Develop as part of the information packets, materials which describe how each of the stakeholder groups can participate.

Step 2:
Organize a central information and retrieval system so interested persons can easily find ways to help.

Step 3:
Identify and organize coalitions to help implement specific objectives set by various task forces.

Step 4:
Develop and circulate widely a brochure listing 20 (or more) ideas to help your school achieve the goals identified in the Mission and Objectives.

STRATEGY 9:

We will personalize education for each student.

ACTION PLAN #1
Objective:

Awareness - All districts in the state of Utah will be aware for the characteristics of a personalized system.

Step 1:
Develop and disseminate written guidelines of the characteristics of a personalized education system to every educator.

Step 2:
Organize regional conferences and invite district superintendents, administrators, school boards, PTA officers, teacher association leaders and principals, and other appropriate school community groups.

Step 3:
Conduct a statewide public relations media blitz to increase the awareness of the need for a personalized education system.

ACTION PLAN #2
Objective:

Planning - All districts will have an approved plan for each school community consistent with characteristics of personalized education.
(Refer to Document A CHARACTERISTICS)

Step 1:
Legislature will fund up to $2,000 per school to establish a plan. ($1.5 million total)

Step 2:
Develop RFP (Request For Proposals) guidelines and timelines.

Step 3:
Organize a team to accept and evaluate plans.

Step 4:
Provide technical assistance as requested for plan development.

ACTION PLAN #3
Objective:

Implementation - SEP/SOP driven personalized education will be in place in every school community.

Step 1:
Initial and ongoing training will be required on how to implement personalized education for districts and school communities.

Step 2:
Additional time will be provided for planning, facilitating, supporting, and evaluating student learning through such things as increased contract time and lower student to teacher ratio.

Step 3:
Increase the use of professional support staff and allow for the use of paraprofessionals, volunteers, etc., in a differentiated staffing pattern.

Step 4:
State-of-the-art technology will be provided to assist in instruction, monitoring student progress, and other applications which help to personalize education.

Step 5:
Increase the utilization of the existing equipment and physical facilities to provide additional classroom space and extended use of school buildings.

Step 6:
Increase the variety and quantity of instructional and learning materials available.

Step 7:
Allow schools flexibility in the use of all state and district funds to achieve personalized education.

ACTION PLAN #4
Objective:

Pre-Service Training - Reorganize pre-service around the characteristics of personalized education

Step 1:
Certification requirement will be revised to be consistent with personalized education. *(Refer to Document A)*

Step 2:
Accreditation standards for teacher training institutions will be consistent with characteristics of personalized education.

DOCUMENT A

DEFINITION of Personalized Education

A PERSONALIZED EDUCATION provides a positive nurturing environment for learning which accommodates the needs and interests of each student and is consistent with the aspirations and values of his or her parents and society. Every learner needs to master an essential core of skills and knowledge which fits their individual learning style and learning rate, but it is imperative that each student be challenged to pursue personal interests in order to realize his or her full potential. It further assures that each student is challenged to do quality work and cultivate his/her own unique talents.

GOAL of a Personalized Education

To empower every school community as specified in the definition and incorporating all of the characteristics listed below.

CHARACTERISTICS of a Personalized Education

A personalized education K-12 would include the following characteristics:

- SEP/SEOP driven learning
- Optimum teacher/pupil ratio
- Flexible delivery system(s)
- Safe environment
- Strong family and community involvement
- Performance outcomes
- An articulated system

ELABORATION OF THE CHARACTERISTICS of a Personalized Education

- **SEP/SEOP Driven**

The student and the parent(s) in partnership with education professionals develop and periodically review the Student Education Plan/Student Education Occupation Plan (SEP/SEOP) to ensure that it is designed to drive student learning and to achieve the student's individual, social, career and academic potential. Progress is monitored frequently and reviewed with the parent and student often. Instruction is adjusted as necessary to meet the needs of each student.

- **Optimum teacher/pupil ratio**

The pupil-teacher ratio needs to be low enough to allow the teacher the time to incorporate the characteristics of a personalized education.

- **Flexible delivery system**

Schools are student centered in philosophy, organization and practice. Students are grouped in various ways to maximize effective instruction. Flexible grouping, teaming and other organizational patterns at the school and classroom levels are used to personalize instruction. The instructional delivery system allows for increased student choices in at least these three areas 1) learning activities, 2) topics of interest and 3) evaluation methods.

Flexibility in terms of time, place, pace and learning style permeate the school's learning environment. Self paced interactive instruction with high student engagement in learning is paramount In the school. The measure of student success is performance, not clock hours. State-of-the-art technology is used to significantly increase student learning and teacher effectiveness and to expand access to learning opportunities and materials.

- **Safe environment**

The school and classroom climate are physically, emo-

tionally and psychologically safe for students, parents and staff. The school is a warm and inviting place in the community. It provides a considerate, caring environment which gives attention to the needs and development of the "whole student." The school allows for both failure and success in a risk free environment.

School practices actively encourage and model respect, honesty and ethical behavior. The school is free from sarcasm, discriminatory attitudes and malice. The system recognizes appropriate performance and corrects inappropriate social and academic behavior in a positive caring manner.

Each student's individual worth, dignity and uniqueness is accepted, valued and celebrated. Excellence and quality work are recognized and rewarded.

- **Strong family and community involvement**

There is increasing recognition that schools cannot be successful if they work in isolation. They need the active participation of parents and others in the community to achieve the outcomes for students which society expects.

There is a coordinated effort among education, health and human service agencies to provide services to eliminate the barriers which interfere with student learning.

- **The performance outcomes and assessment measures are clearly defined and aligned with clear-focused instruction**

The performance outcomes include what students should: 1) know, 2) be able to do, and 3) be like.

Character traits such as self-esteem, responsibility, concern for others, honesty, integrity, and other school/community values are encouraged and intentionally taught.

Assessment strategies are as strong and rich as the outcomes. Progress is closely monitored and instruction is continuously adjusted to meet the individual learning able and learning rate of every student. Self assessment and co-assessment result in quality student work.

Learners need to master an essential core of skills and knowledge. Each student is challenged to pursue personal interests in order to realize his or her full potential. Each student is challenged to do quality work and perfect his/her own unique talents.

- **An articulated system**

The SEP/SEOP continues to drive instruction, curriculum and assessment even when a student changes levels, stages of schooling and/or occupational development to insure student progress, the system is aligned so that the desired outcomes and competencies are defined for each level and/or course.

STRATEGY 10:

We will support research and development throughout the system with emphasis on initiatives at the local school level.

ACTION PLAN #1
Objective:

Provide opportunities and incentives for educators to learn about, implement, initiate and/or validate, research and development projects at the local level.

Step 1:
The Utah State Legislature will annually appropriate, as a line item appropriation, funds for educators to learn about, implement and/or initiate research and development projects at the level of 10 WPUs per 25 FTE teachers in the state of Utah.

Step 2:
These funds will be distributed directly to local school districts based upon the formula of 10 WPUs per 25 FTE teachers in each district.

Step 3:
The district will allocate 60% of the funding directly to the schools and provide guidelines for its use. Appropriate uses may include release time, materials, consultants, travel, printing, department meetings, local development projects, model sites, etc. Schools may apply for funds to validate projects.

*Each school will develop an R&D plan for the use of their funds which will be filed with and approved by the district.

Step 4:
A district Research and Development Committee made up of teachers, administrators and other appropriate personnel, will review project funding requests and make funding decisions on a competitive basis for distributing the remaining 40% of the districts' R&D funding. Up to 50% of these funds may be used to provide incentives/rewards/recognition for projects with outstanding results.

Step 5:
Project descriptions and outcomes must be reported to the research and development center.

STRATEGY 11:

We will expand and strengthen school/business partnerships that support our mission.

*[**Stipulation**: The Utah Partnership for educational and Economic Development shall serve as the central office suggested to help coordinate the education partnership from the State level. Everything done by this organization will be done in support of partnership efforts at the local level.)*

ACTION PLAN #1

Objective:

Establish a Utah State business/education partnership office that will coordinate, expand, strengthen and develop statewide business/education partnerships.

Step 1:

Write legislation that establishes a Utah State Business/ Education Partnership. The partnership office should be established by legislation as a non-profit corporation.

- This legislation will establish continuous funding for staff consisting of one support position, two professional positions and one executive director, office, equipment, supplies and operational expenses.

Step 2:

Establish guidelines for the selection of a Board of Trustees including:

- Representation from government, schools, teacher's unions, chambers of commerce, business, State PTA, but not to exceed 25 in number.
- Selection of five-member Executive Committee to be drawn from members of the Board of Trustees; two from business, two from education and the Board of Trustees chairperson. This committee will oversee the work of the executive director.
- The Board of Trustees will meet quarterly or as needed.
- Ex official/ad hoc committees may be formed as appropriate.

Step 3:

The executive committee will develop a job description for the executive director after looking at similar job descriptions from other partnerships. The job description will include the following:

- Develop Board agendas under the direction of the executive committee.
- Coordinate statewide activities involved in business/education partnerships.
- Develop and implement fund raising strategies and activities that support the

business/education partnership.

- Coordinate, research, identify, and analyze existing business/education partnerships in Utah and worldwide.
- Survey the needs of the business and education communities in Utah.
- Develop information strategies to further communication among state and local partnerships.
- Oversee public relations.
- Develop, implement, and oversee operational policies for the office.

Step 4:
The executive committee will employ an executive director based on the above job descriptions.

Step 5:
Establish an independent office in Salt Lake City area. Shared office space or donated.

ACTION PLAN #2
Objective:

Establish linkages at local level between education and business communities.

Step 1:
In order to coordinate, inform, facilitate education/business linkages at the local district, an entity will be established there. Such entities may include assigning a school district person to work as business/education partnership liaison, either a new position or expanded position.

Step 2:
In order to coordinate, inform, facilitate education/business linkages at the local level, an entity will be established in the business community to mirror the local district effort. The appropriate business/community liaison would be properly placed in Chamber of Commerce or perhaps in RSVP, PTA, PIC, County Commission or mayor and economic development offices.

Step 3:
Empower a staff member from state office to establish and facilitate linkages to local business/education partnership offices.

ACTION PLAN #3
Objective:

Identify partnership activities that are making a difference for students.

Step 1:
An evaluator will be involved in the strategic planning process to offer data-based input in the planning of business/education partnerships.

Step 2:
An evaluation plan will be initiated and implemented as an ongoing function of the Business/Education office.

- Promising practices internationally will be identified.
- Accountability processes will be instituted for the office.
- Student/teacher measures of growth will be assessed and evaluated to gauge the success of Partnership projects.
- An annual report will summarize Partnership activities.

ACTION PLAN #4
Objective:

The Partnership office will organize and direct yearly statewide business/education conferences.

Step 1:
Schedule yearly conference and locate it in various locations each year.

Step 2:
The conference will:

(a) Provide information on strengthening business/education partnerships.

(b) Demonstrate/narrate successful programs.

(c.) Recognize model partnerships.

(d) Provide latest research on successful practices.

(e) Annual partnership conference will be self funding.

Step 3:
Send conference invitations to all school district leaders, business executives, and government leaders.

ACTION PLAN #5
Objective:

The Partnership office will provide information and make available resources to local districts who are seeking effective Partnership practices.

Step 1:
Develop a resource guide to include:

- Possible partnership activities and projects
- Contacts of business
- Economic development offices
- Ferret out those things which are peripheral but which do not necessarily work.

Step 2:
House a library of partnership research/practices which are available to local districts.

Step 3:
Provide current resource information in monthly newsletter.

Step 4:
Incorporate coordination of ETI, foundations, etc. under the director's role.

- Data and resource collection; survey needs of business and education.
- Interface statewide business connections.
- Act as public relations coordinator for building positive image for partnership. "Celebrate success."
- Work with local areas to design and strengthen partnerships.

ACTION PLAN #6
Objective:

Enhance career development, planning, and placement activities for students and employees.

Step 1:
Identify businesses who will provide internships/cooperative education opportunities.

Step 2:
Improve the K-12 career development program.

Step 3:
Provide better intervention remedial options of at risk students.

Step 4:
Identify and strengthen career exploration internships and placement recruitment for secondary students.

Step 5:
Identify and strengthen opportunities for students in apprenticeship programs.

Step 6:
Identify career enhancement opportunities through mini sabbaticals during the school year or paid summer internships for students, public school teachers, and other employees.

Step 7:
Explore participation of education/business partnerships in developing stratifies hiring practices for high school students, e.g., making some jobs available only to high school dropouts, others only to graduates.

Step 8:
Encourage business input in curricular, instructional and procedural issues in the schools.

THE GREAT SEAL OF THE STATE OF UTAH
INDUSTRY
1847
1896